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in the Secondary School

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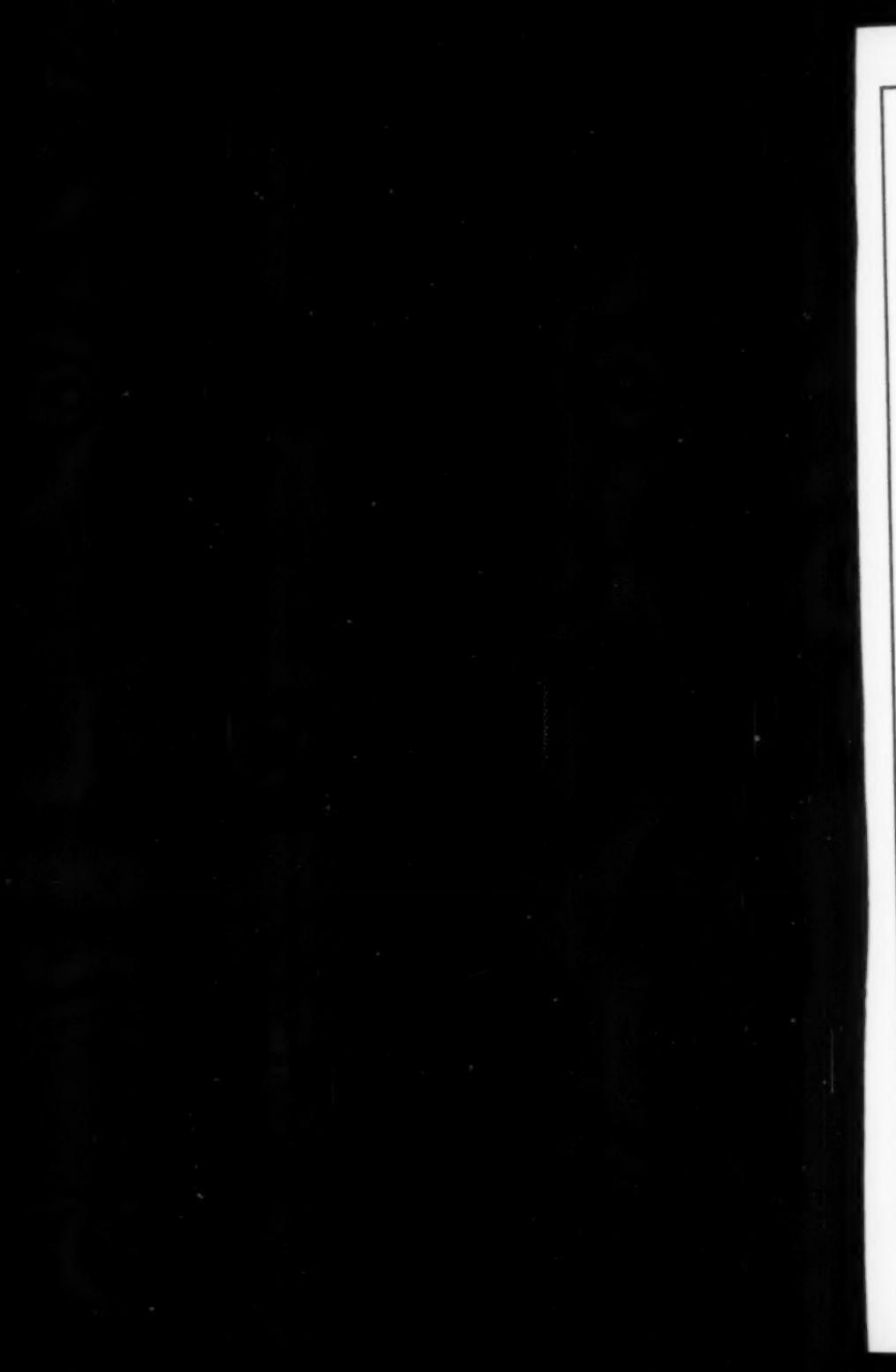
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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

PAUL E. ELICKER, Editor

WALTER E. HESS, Managing Editor

GERALD M. VAN POOL, Director of Student Activities

G. EDWARD DAMON, Director of Field Services

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WILL YOU RESPOND?

DURING any given school year your association receives hundreds of letters making inquiries for information concerning a great variety of subjects that pertain to the secondary school. In many instances these letters request information as to specific schools that are trying to solve certain problems or are giving attention to specific activities. Included in these letters are requests for information about such areas as follows:

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4. High schools offering courses in journalism
5. Various methods of developing the master class schedule
6. Drop-out studies
7. Solving the smoking problem of the pupil and faculty
8. Approximate cost for a student to attend high school
9. Methods of grouping pupils
10. High schools that present different types of diplomas to their graduates
11. High schools that offer no algebra below the tenth grade
12. High schools that offer no Latin below the tenth grade
13. High schools that have developed criteria for the selection of textbooks
14. Special classes for the improvement of reading
15. School sportsmanship code
16. Have a balanced program of home work so that no pupils have heavy assignments some nights and none other nights
17. What percentage of graduates are married 90 days after graduation, Boys. , Girls. , Total.
18. Junior high schools that have developed evaluative criteria

If your school participates in one or more of these areas, would you please write a brief description of each (include pupil enrollment of your high school) and mail it to the address below? We assure you that your response will be appreciated.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

1201 SIXTEENTH STREET, N. W.

WASHINGTON 6, D. C.

The Gifted Pupil in the High School

EARL M. McWILLIAMS

THE public high schools of the United States are facing the challenge of providing the best possible education for gifted American youth. Many critics of public education assert that gifted youth are neglected and constitute an underprivileged group within our schools. All of this criticism does not come from those who are obviously aiming to destroy confidence in secondary education—for it is the consensus of many supporters of our schools, both lay and professional—that the needs of gifted children have not received as much attention as they merit.

In a recent nation-wide survey of educational provisions for gifted children, the writer found an awareness of this issue in every section of the nation and at all levels of education from kindergarten through twelfth grade. Parents and patrons of our schools, as well as educators, are seeking answers to the many perplexing questions inherent in the complex problem. Are there many secondary schools meeting this challenge with a sincere effort to build a program that provides for gifted children and, at the same time, maintaining the values of our education for all American youth? The answer is an emphatic YES. Schools which differ greatly in size, organizational plan, philosophy, student population, and financial support are providing for the needs of the gifted in a multitude of ways. These programs are not all equally effective. However, there is an increasing number of schools endeavoring to find the ways to provide the best possible education for gifted children, and the problem is receiving a noteworthy amount of serious attention and study throughout the nation.

Every individual or group that investigates the possibility of providing for the gifted is confronted by certain troublesome aspects of the problem—definition and identification of giftedness, acceleration, segregation, and enrichment of the school program. The following paragraphs, describing some approaches to these issues, are based upon the writer's observations in the schools visited.

Earl M. McWilliams is a Counselor in the Langley High School in Pittsburgh, Pennsylvania. He visited over 80 schools during 1953-54 on a fellowship grant from THE FUND FOR THE ADVANCEMENT OF EDUCATION. His primary objective was to study provisions for gifted children at the junior high-school level. A description of practices observed will be published in a bulletin by the United States Office of Education.

IDENTIFICATION

Some schools prefer to use such terms as "fast learners," "very superior," "more capable," "special progress," "rapid learners," and "talented." Giftedness is limited by some definitions to the confines of intellectual ability, while in others it is applied to any ability which a child possesses to a superior degree. The writer accepted the latter definition and sought out provisions for all types of giftedness. It is important to note at the outset that exceptional ability can usually be recognized early in the life of the child, and the responsibility for identification resides with educators at all levels, from kindergarten through high school.

Intellectual giftedness is the type most commonly recognized in setting up school programs. While the IQ rating of the individual pupil is universally recognized as a significant indicator, not one school was found to be using the IQ as the sole criterion for labeling him as gifted. Additional commonly accepted data for rating pupils are: teacher evaluations, school achievement records, opinions of counselors and parents, reading level, mathematical ability, interests, and hobbies.

Other varieties of giftedness are not as readily identified, since existing instruments for measurement and rating are not adequate. Schools which are attempting to develop the talents of pupils (other than intellectual talents) usually have to work out their own identification procedures before initiating any activity. Giftedness in children can be recognized in music, art, mechanical comprehension and skill, drama, creative writing, rhythm, and social leadership. Social leadership is not necessarily a concomitant of intellectual giftedness. Schools can build potential leadership for our democracy by early recognition and effective training of "natural born leaders."

Previous research has shown that giftedness in children does not depend upon their racial or socio-economic background. This means that gifted children are found among all races and on all socio-economic levels. These studies have further shown that children are gifted in specific directions. For a specific ability, individual children vary from practically no ability in one aspect to very superior ability if another trait is chosen. That is to say that giftedness is not a generalized characteristic. The musical prodigy, for example, is not necessarily a prodigy in whatever he attempts. However, we know a positive correlation exists generally among degrees of attributes in a randomly selected population. This principle is important to retain with respect to the gifted. Individual differences among gifted children do exist, even within the structure of a highly positive correlation.

One of the most difficult problems is that many gifted pupils are not easily identified as such. Very few schools have the resources to support the kind of activity necessary for seeking out these cases. However, the price our nation

pays for failing to discover this hidden potential is both the sad waste of human resources and a high frequency of maladjustment among individuals in our society. Schools which have moved in the direction of seeking out unrevealed giftedness in pupils have discovered certain recurrent facts. Intellectually gifted pupils, especially those with emotional disturbances, are sometimes not challenged by group tests to perform to the utmost of their capacity, and they go unrecognized as superior. Also, pupils need to achieve status in their peer society and may inhibit any performance that would get them the label of "brain" or that would demonstrate their interest and superiority in an area not acceptable to the group. This factor serves to prevent some pupils from expressing themselves freely in the field of art, drama, music, rhythm, or creative writing. The social stigma attached to "vocational education" in some communities serves as a deterrent to youth seeking to develop giftedness in mechanical ability.

Learning readiness in various subject areas is a phenomenon to be found among gifted children as well as among all children. Sometimes the gifted group will show extreme examples of readiness, such as the case of the 17-year-old top-honor senior in high school who did not learn to read until he was in the fourth grade. Another, less drastic example, is the ninth-grade boy who was not at all interested in algebra, but who had recently begun to develop the hobby of amateur radio operation. His teacher wisely allowed him to ignore algebra until from the hobby activities there came a need for a knowledge of mathematics. Then the boy, who was highly gifted intellectually, rapidly brought himself up to the rest of the class in algebra achievement.

PROGRAMS FOR THE GIFTED

Acceleration

One of the earliest methods of meeting the needs of the gifted child was to shorten the time spent in school. This was accomplished either by "skipping grades" or by speeding up assignments so as to cover the required subject matter in less time than that expected of the average pupil. In only two of the cities¹ visited were there programs offering this kind of acceleration for groups of gifted pupils. Both permit selected pupils to enroll in accelerated junior high-school programs that condense the regular three-year program into two years. These are plans that have been in operation for many years and are continued at the request of those parents who want this kind of acceleration for their children. One inevitable feature of this type of acceleration is squeezing out of the educational experience of these pupils those activities which provide for social and cultural exploration and development.

¹Schools with acceleration in junior high schools are located in Baltimore, Maryland, and New York City. The schools included the Lee Junior High School in Baltimore and special classes in many of the junior high schools of New York City.

Most schools believe that acceleration should be regarded as a possible device for aiding the individual pupil and as an advisable measure only when it guarantees the maximum benefit to every aspect of his development. Careful attention must be given to the physical and social maturity of the pupil, and any suggestion for acceleration should be carefully studied in relation to development.

Within the senior high schools there are some exemplary projects providing for acceleration of the gifted within specific subject areas. There are several plans in operation which enable the gifted student to receive advanced standing in college for work done in high-school classes. This enables the individual to mature socially with his age mates at the same time that he is advancing intellectually to a degree commensurate with his abilities.

Segregation

School policy in the matter of segregation of gifted pupils reflects local educational philosophy and is the most controversial issue in any discussion of the education of the gifted. Practices observed by the writer range from complete segregation of the gifted in separate schools to absolute adherence to a policy of non-segregation. In New York, special progress classes are found in many junior high schools.

Separate public schools² for the gifted were found in only three cities. In each case, the school has been in existence for over fifty years and is a selective, college preparatory institution. A few schools in other cities segregate gifted children by keeping them apart from other pupils throughout the entire day's schedule. Again, this was usually a college preparatory type of curriculum for the selected children.

Some people that have had experience with segregation either in separate schools or within a school are enthusiastic about the results obtained. There are others who as strenuously support the opposite point of view.

It was noted earlier that the gifted individual is not equally talented in all possible ways. To some this seems to be the biggest stumbling block to the success of complete segregation. Pupils gifted in mathematics are not necessarily so endowed in the language arts, or *vice versa*. Many schools, profiting from later research, do some grouping in terms of particular subject area and frequently regroup for different activities.

There is truth in the principal arguments on both sides of the question of segregation of gifted pupils. When pupils of high ability work together, there is an environment which is challenging and stimulating to the individual. Such groups have produced amazing achievements in all areas of school activi-

² Segregated schools for the gifted included: Lee Junior High School of Baltimore, Maryland; Walnut Hills Junior-Senior High School of Cincinnati, Ohio; and the Boston Latin School in Boston, Massachusetts.

ties. On the other hand, gifted pupils need to learn how to cope with those of lesser abilities in the areas of social problems, political affairs, religious activities, family life, and the occupational world. These are not irreconcilable points of view. It is possible to provide both types of experience for the gifted, and many schools are doing this effectively. They allow the gifted individual to share with all pupils those activities in which he will be associated with people of all levels of ability throughout his life. On the other hand, they encourage him to work alone or with his gifted peers in those activities where he can develop his analytical and creative powers. Schools which are providing both kinds of experience are producing happy educational environments in which achievement of the gifted pupil's development in citizenship and scholarship is assured.

Schools may plan programs for groups of gifted pupils, but there is the occasional one who does not fit into any group planning. This exception is the genius. When a school finds such a pupil, it must give him special attention. No set formula applies in his case. One junior high school allowed such a boy to spend part of his day "free lancing." During this time he did extensive research in astronomy.

Enrichment

The most widely accepted method of planning for gifted youth is to enrich the curriculum so as to provide the maximum educational opportunities for them. Enrichment activities provide outlets for research interests and creativity in every phase of secondary-school programs. In all sections of the nation can be found schools which provide science fairs, trips, individual research projects, outlets for creative writing, art and music activities, dramatics, school service organizations, and hobby clubs. In some schools such activities are a part of the regular class work, and in others they are extraclass activities. The need for emotionally secure teachers with imagination and breadth of background is most evident, for enrichment must not simply be "more of the same" or "busy work" for the fast learner.

Grouping of the gifted in special classes should be on the basis of common interests. It should be flexible so that the individual pupil is placed with high ability groups only in those areas where he is able to keep up with the others in the group. The writer observed special classes for the gifted at all levels of both elementary and secondary education and in such widely varied interest areas as science, creative writing, dramatics, foreign languages, human relations, business and industrial organization, current affairs, mathematics, and speech activities. Several senior high schools have seminar type activities, as well as classes which allow the gifted to advance rapidly in subject fields. At the junior high-school level, the gifted pupil can be aided in his exploration of the intellectual and cultural opportunities of his society through individual

and group experiences in a variety of activities. This type of program appears in many schools, under such names as "Exploration Hour," "Special Needs Period," and "Major Interest Workshops." Schools generally provide outlets for leadership and special talents through opportunities to participate in student council activities, publications, radio programs, audio-visual crews, and social events. The invaluable assistance rendered by the library in the enrichment of the curriculum cannot be over-rated. The librarian is often one of the most effective teachers in the school. In some states, universities offer extension courses at the high-school level. This enables individuals to study subjects not offered in their schools.

Any school system which initiates a study of enrichment will discover many fine examples of effective enrichment practices being used by teachers within the system. A device used by some faculties to exchange ideas is the publication of bulletins³ containing contributions of teachers and supervisors in which they describe successful enrichment practices from their own experience.

The most difficult method of providing enrichment for the gifted pupil is to allow him to remain in a heterogeneous class and take care of his individual needs within the framework of the class activities. The difficulty is in the lack of time and resources of the average classroom teacher to cope with a wide span of individual differences. Schools which follow this philosophy cannot leave the responsibility of providing for the gifted in the hands of the teacher alone. The teacher needs assistance of many kinds. In several cities the position of teacher-consultant has been created to fill this need. The teacher-consultant visits both teacher and gifted pupil regularly to help with methods and materials. This plan has been characterized by singular success in every instance. There are, unfortunately, only a few schools which have classes so small that teachers are able to provide for wide variations in individual ability without any unfair burden of time or effort. Consequently, some plan of help for the teacher is essential to the success of enrichment in heterogeneous classes.

THE ROLE OF THE PRINCIPAL

Every American public high school must accept the challenge of providing for the educational needs of gifted youth. The primary responsibility for initiating and sustaining action rests with the principal. There are seven clearly defined areas wherein he must function effectively or his school will not fulfill its obligations to the gifted youth of the community it serves.

1. *School Climate*—An essential condition for worth-while educational experimentation and progress is an environment characterized by democracy and a sincere effort on the part of everyone in the school to build together the best

³Such schools include the following: "Dealing with the Superior Student in Mathematics," Garrison Junior High School, Baltimore, Maryland; "The Very Able Child," Modesto City Schools, Modesto, California; "The Very Superior Child," Public Schools, Long Beach, California; also, the Huddle Junior High School, Brooklyn, New York, and the Mosholu Parkway Junior High School, Bronx, New York.

possible program. There is no single factor in the establishment of such a school climate greater than the attitude of the principal and his relations with his staff and student body.

2. *Co-operative Planning*—The school which wishes to provide more adequately for its gifted children cannot turn to any ready-made program or even use a synthesis of "best programs." Each school must study its own needs and resources in order to develop a program which is within the limits of both. The experience of other schools can be used as a source of suggestions for activities and as an aid in avoiding pitfalls or unnecessary repetitions of experimentation. This study and planning should be carried out by the entire staff with lay personnel included in all phases. In order to avoid undue influence from pressure groups whose ideas and aims may not coincide with our concepts of child growth and development, this combined group of school staff and citizens must take the initiative in planning for and working with the program for the gifted pupil.

3. *Personnel Selection*—Principals everywhere state that the key to success of a program for gifted pupils is the wise selection of outstanding teachers to implement the plan. It is the responsibility of the principal to survey the abilities and interests of his staff so as to know what resources are available in planning for enrichment of the curriculum. Teachers for the gifted must have the ability to encourage individual creativity and research. The teacher does not have to know more than the pupil, and, indeed, cannot follow along every road that every pupil will travel. The pupil can be guided in the correct use of methods of research and supplied with adequate materials with which to work. It is especially true in the education of the gifted that the best teaching is on the level of inspiration. To prevent staff disharmony, the principal must see that undue prominence is not given to the program of the gifted or to those who participate in it. (When planning is done by the entire staff, it has been found that many teachers eliminate themselves from consideration for teaching gifted groups because they find the prospect of the inevitably complex programs unattractive.)

4. *Public Relations*—In the handling of public relations can rest the success or failure of any educational program. The administrator must know how the patrons of his school will react to any proposals for changing the school procedures. In many schools the inclusion of lay representatives on all planning committees has proved to be of inestimable value in achieving rapport with school patrons. A crucial problem in setting up programs for the gifted is the extent to which parents should be apprised of the nature of the plans. Some schools seek the co-operation of parents of gifted children, and in a few cases the parents are called in for a conference with school staff members. Other schools feel that they should take care of these needs without labeling the pupils in any way or revealing their status to their parents. There is

another aspect of public relations in the use of community resources for supplementing the staff and equipment of the school, especially for gifted youth who have particular interests and abilities for which there are no adequate outlets within the regular school program. One junior high-school boy in a western city is pursuing a deep interest in optics by working in a local lens grinding plant. This not only serves the boy's needs but also builds strong public relations, for principals everywhere report that people in the community are more than willing to help such persons in both their vocational and avocational interests.

5. *Guidance*—Since gifted pupils have such a high achievement potential and usually evince a wide variety of interests, it is absolutely essential that they have available at every level of their educational experience adequate guidance services. The finest schools visited were characterized by guidance programs in which counselors and classroom teachers had access to complete records of the individual pupil, and the pupil was able to receive help and advice whenever the need arose.

6. *In-service Training*—Since the success of all school planning rests eventually with the teacher and the pupils in the classroom, the primary duty of the principal is supervision. He must maintain continuous in-service training for his staff. Principals who excuse themselves from accepting this responsibility on the plea that they do not have time to serve as supervisors will find that the program for the gifted (or any program for that matter) will degenerate into a plan on paper but without any substance. If the principal delegates this function to his assistant or to some staff member, such as a teacher-consultant, it is still his direct responsibility to see that the teacher is receiving all possible assistance.

7. *Continuous Evaluation*—A vital part of the operational procedure of those schools which are most effective in their educational programs is that they constantly examine and re-evaluate their ongoing activities. Such schools recognize the fact that education in our society can never be static and must ever be alert to constant change. In short, no single program for the gifted is ever the final answer, for next year always brings new pupils and new conditions.

SUMMARY

A final word as to the over-all picture of public education is revealed by this coast-to-coast tour of schools—the experience was rewarding and thrilling beyond all expectation. The secondary schools visited are doing an exemplary job of seeking the best way to meet the problems of the gifted. These schools were selected because they are doing outstanding work in this area, but there is evidence that countless other schools are doing as well and that schools everywhere are becoming aware of this vital need. It was the experience of the writer that, when he found a school that was doing an especially fine

job of dealing with gifted pupils, that school was also meeting the needs of all pupils through a good educational program.

One of the most memorable statements heard was made by a mother who was describing the activities of her teenage, genius son. She sighed and said, "They are gifted up to a point, and then they are just children." The educator must never forget the lessons implicit in this observation, for very often the gifted child needs more help in being a child than he does in being gifted.

Some critics of public education are clamoring for us to set up the type of program for gifted pupils that would be, in effect, "education for the elite." This is in direct opposition to the ideals of American education which have made it one of the unifying forces of our democracy. The best way to meet such unsound proposals is to demonstrate that we can provide for the gifted within the existing school set-up and in a way that is compatible with our educational philosophy. The responsibility for achieving this rests with the principals of our high schools. It is the fervent hope of this observer that each will accept the challenge and give public secondary education the opportunity to help gifted pupils grow into the kind of citizens our democracy requires for its survival and progress.

WHY SHOULD HIGH SCHOOL STUDENTS READ BETTER?

ONE of the most important *single* causes of failures in school is inadequate reading skills. Research studies reveal that except for intelligence, the most significant difference between good students and poor students is their general reading ability. Among students with the same intelligence, those with better reading ability make higher marks in their school subjects. Lack of reading skill may lead students to drop out of school before they should. Most students do not read as well as they could. This not only hampers their school progress, but also has an adverse effect upon future job success and self-improvement. Effective reading skills are a *must* for mastering college work; they are usually important and often essential for success in many types of jobs. Mental health and reading ability are closely associated with for high-school students; ineffective reading may contribute to personality disturbances. Reading continues to be the basic way of importing information in the school. Hence reading training should reach *all students*, to help them progress from where they are to where they can be—thus helping each to be a better student, a more successful jobholder, and a more adequate, informed person. High schools can help their students learn to read better through organized programs aimed at reading-improvement programs. In the best programs, all teachers take part in planning and in exchanging information about the reading abilities of their students. Besides helping teenagers become more effective students and be better prepared for the future, reading programs also contribute to closer school-community relations. A good reading program will help to convince parents that school, by its concentration on and effectiveness in teaching the first of the three "R's," is doing a sound and worth-while educational job.—Highlights of a speech by Elizabeth A. Simpson, Director, Reading Service, Institute for Psychological Services, Illinois Institute of Technology, Chicago, before Science Research Associates Conference in New York City. (57 West Grand Avenue, Chicago 10, Illinois)

How Fare the Talented in Our High Schools?

A. HARRY PASSOW
and ABRAHAM TANNENBAUM

THE stimulation for more widespread discovery and development of talent in our schools comes from at least two sources: (a) a concern that the great effort to provide educational opportunities for all youth left serious gaps in provisions for those with special potential and (b) a belief that any neglect of the talented represents a loss in manpower and leadership which we cannot afford in these critical times.

In recent years our schools have become increasingly sensitized to the crucial role they are expected to play in this stepped-up talent search. Having been made aware of the possible limits of our talent resources and of the vital need to seek out youngsters who possess outstanding and desirable abilities, schools throughout the nation are facing up to the challenge. Reports from schools indicate increasing attention to and services for the talented. Supplementing these is the interest of many professional and community groups as evidenced by their literature, research, and special meetings in this area. Despite this swell, the task of designing curriculum to develop potential talent remains a difficult one with a high priority.

How schools determine the kinds of talents that ought to be nurtured is most clearly reflected by the instruments and procedures they use in screening for exceptionally able students. Tests of general intelligence are still highly popular in gauging potential. This attraction to the high IQ was probably inspired by Terman's¹ now-famous studies of some 1,500 children with Stanford-Binet scores of 140 and above. His researches shed light on the mental, physical, and social attributes of these children as well as their outstanding achievement in adulthood.² He indicated the high predictive validity of the intelligence test in uncovering potential success in academic endeavors. Since our schools had traditionally committed their aims mainly toward development of academic abilities and interests, their search for talent in terms of high IQ could indeed be expected.

¹Lewis M. Terman and others. *Genetic Studies of Genius*. Three volumes. Stanford, California: Stanford University Press, 1925.

²Lewis M. Terman and Melita H. Oden. *The Gifted Child Grows Up. Genetic Studies of Genius*. Vol. IV. Stanford, California: Stanford University Press, 1947. 448 pages.

A. Harry Passow and Abraham Tannenbaum are associated with the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, New York City. This article is used with the permission of the Association for Supervision and Curriculum Development, a department of the National Education Association.

BROADENED CONCEPTION OF TALENT

But in the thirty years since Terman initiated his studies, we have been broadening our conception of school curriculum to include other than intellectual learnings. At the same time there have been intensive studies of intelligence tests to re-assess the kinds of mental abilities they do reveal. Some research suggests, for example, that present tests do not measure the nonverbal potential of children of lower socio-economic levels.

Paralleling an expanding view of the curriculum, there has developed a more complex characterization of talent in educational theory and practice. Witty summarized such an approach when he advised that we "broaden our definition of *gifted* and consider any child gifted whose performance, in any potentially valuable line of human ability, is consistently remarkable."³ He would include in his definition not only individuals of high intellectual ability but also those who exhibit any number of socially useful abilities which may not necessarily be associated with high IQ. This more inclusive definition is seen in some of the current programs involving identification and development of talented youth. Havighurst in the Community Youth Development Program, for example, screened for children with special abilities and talents of social value, including:

1. High intelligence
2. Talent in creative fields, such as art, music, and writing
3. Special abilities in a variety of socially useful areas, such as mechanics, science, dramatics, athletics, human relations, social organization
4. Creative talent, or the ability to make new and novel solutions to problems⁴

Bringing more and more talents into the classroom for proper recognition and nurture raises many problems and issues for curriculum planners. The task is further complicated by the absence, as yet, of an accepted comprehensive theory of the nature of talent. We still need a well-developed framework to guide experimentation and program development efforts. Some schools, in earnest attempts to meet their responsibilities, have begun to modify programs and produce materials without any clear notions of what they are planning for; others have begun by refining identification instruments and procedures. Long recognized is the practical value of applying good screening methods early in the child's education so that teachers have ample opportunity to guide the youngster wisely. However, schools still must come to grips with some fundamental problems regarding the discovery of talents if effective educational programs are to be developed. Even though a particular faculty feels it cannot provide conclusive answers to these questions, unless they are given adequate consideration in planning, real progress seems unlikely.

³Miriam C. Pritchard, "Total School Planning of the Gifted Child," *Exceptional Children*, 18:109, January, 1952.

⁴Robert J. Havighurst and others. *A Community Youth Development Program*. Chicago: University of Chicago Press, 1952. p. 2.

WHAT IS TALENT?

The first basic question is: What is the nature of talent? What are the biological, cultural, and psychological factors contributing to superior attainment? Despite voluminous literature, we are provided relatively little insight into what we are dealing with when we attempt to provide for "the talented."

Frequently school planning begins with a decision to give more attention to the "gifted" or "talented," and it then proceeds to set criteria for the selection of students to be included in a particular program. Screening procedures often take on exaggerated importance as they are allowed to master the idea, rather than *vice versa*. To the testing instruments goes the function of determining which talents are worthy of being revealed and developed. The assumption is made that, by meeting certain criteria on tests or other devices, a student reveals talent. Such criteria are usually descriptive rather than explanatory. They provide bases for selecting students, but do not begin to explain the nature of these talents or how they can best be nurtured. While these procedures have undoubtedly altered the learning experiences of some youngsters, they contribute little to deepen our understandings of the underlying components of aptitude and fulfillment. We know little, for example, about where or how these talents originate; whether we are dealing with one or a cluster of factors; what relationships exist among specific or general potentials; or how we can be sure that promise will be channeled toward fulfillment.

For every leader in almost any area of human endeavor, there are untold numbers who, at some point in their development, have demonstrated similar potential in existing screening procedures but whose attainment is comparatively negligible. Only half of those capable of acquiring a college degree enter college; about two fifths of those who start are not graduated, and for every high-school student who eventually earns a doctoral degree there are twenty-five others, just as able, who do not.⁵ While finances account for some of these losses, we know there are other important reasons. Research like that of Ausubel⁶ seems to unearth at least one clue in relating the motivation of personal recognition and prestige to achievement. Work sponsored by the Social Science Research Council on various socio-cultural, personal and situational determinants of academic and social achievement may shed additional light on why youngsters who show promise in schools do or do not achieve later.

WHAT TALENTS DO WE NEED?

Another fundamental question is: what kinds of talent are needed in our era for advancing our culture and civilization? If we look beyond the school world boundaries into the vast mosaic of superior human abilities and note how strongly each contributes to progress, we can begin to see our talent needs

⁵National Manpower Council, *Science*, 117:617-622, June 6, 1953.

⁶David P. Ausubel, *Prestige Motivation of Gifted Children*. New York: Teachers College, Columbia University, 1950. 112 pp. (Unpublished Doctoral Dissertation.)

in their deepest, most significant context. Society in each age continually modifies its demands for skilled leadership and, as Terman pointed out, "will decide, by the rewards it gives or withholds, what talents will come to flower."⁷ Highest rewards have not necessarily gone to those who satisfy society's profoundest needs, however; these often go to persons who fill immediate, ephemeral wants.

The literature today sounds its most sonorous plea for scientific talent and urges schools to give greatest attention to recruiting and training future scientists. When we consider the vital part science plays in the protection and advancement of our way of life, there is logic behind this plea. Yet this current emphasis can overwhelm and distort our perspective in selecting the areas of learning in which talents deserve more careful development. In his analysis of our manpower needs, deKiewiet observed that the "greatest skills we need are not in science or engineering, but in human relations."⁸ Those who would have us believe that schools can best cure humanity's ills by furnishing us with more and better scientists cannot blot out the equal importance of other talents for which the cry is presently not so great. We cannot decide what our talent needs are solely on the basis of the loudest shouts in the literature nor can we neglect in our considerations the needs of the child and his ability to attain self-fulfillment.

Closely related to our talent needs is the question: How can the social attributes vital to potential leaders be identified and developed? At best, our popular mental tests, for example, tell us something about the child's capacity to learn, but nothing about whether he will use his abilities to benefit humanity or to confound it. We need to understand more about ways of guiding learning into socially positive channels.

The school then has the job of bringing into focus and perspective the talent needs of our generation and of judging the extent to which it can relate its objectives to their discovery and development. Many difficult value judgments will have to be made as we examine the needs and potentials of our youth and the needs and wants of society in terms of the goals and resources of our schools. In which of several possible directions should we guide youngsters who indicate exceptional abilities in a number of areas? On what basis should we make a decision? Some educators cling to the notion that only training in verbal skills is important enough for schools to consider. Others go to the opposite extreme and take a view that the school can and should nurture an endless variety of human skills. Neither of these two positions suggests a clear demarcation of the school's function in society.

As the school's role is better defined, each of various social institutions will find its areas of responsibility for filling our talent needs. Obviously the home,

⁷Lewis M. Terman, "The Discovery and Encouragement of Exceptional Talent," *The American Psychologist*, 9:227, June, 1954.

⁸Cornelius W. deKiewiet, "Education for Survival," *Scientific Monthly*, 76:61, February, 1953.

community, and church influence talent—but how much or how? We do not yet know.

PLANNING FOR OUR TALENTED

Although these basic questions—What is talent? What talents do we need?—have been raised for the past two or three decades, there are significant differences in our approach today which are promising and which may provide us with better insights for educating our talented youth. First, our secondary schools are recognizing the need for making special provisions for talented youth and are not willing to leave these either to chance or to the ingenuity of the youngsters. "Don't worry about the talented, they'll take care of themselves" is an approach which is neither acceptable nor accepted. Secondly, while many psychological and social blocks still exist, the search for the talented is no longer viewed as looking for the "queer" or the "odd." Although talented youngsters are exceptional in terms of potential, we know they can and do make normal personal and social adjustments. Lack of opportunity to develop potential abilities may cause these youth to escape either into mediocrity or unusual behavior. As we look at what is happening in our schools, these approaches seem promising:

a. Faculties should begin to probe into the nature of talent more deeply. Instead of beginning with a superficial tinkering with practices, some groups have begun asking such questions as: What do we know about the talented? What do we need to know if we are to build an effective program in our own situation? Rather than engage in endless debate and argument about the advantages and disadvantages of segregation, acceleration, or enrichment, school groups should examine alternative possibilities in terms of the goals they want to achieve. When they make changes, these should be made as hypotheses to be tested to attain particular objectives in a specific situation.

b. Faculties should try to understand what the general objectives of their schools mean when tailored to fit children with special abilities and potentials. The objectives in educating the talented are essentially the same as those for all youth—maximum development of the individual in society. What is there that is different about these goals when applied to the talented? Groups must begin to examine existing programs to see possible adjustments which may help attain these newly interpreted goals. Instead of adding a specific course or altering existing requirements of another, faculties are experimenting with changes which fit into a more comprehensive school philosophy.

c. Faculties should analyze existing traditions and administrative procedures to test their validity in practice. Must a child take a year of algebra if he can meet present requirements in far less time? If not, what kinds of provisions need to be made which will make optimum use of this time in terms of our goals for these youth?

d. Faculties should attempt total school planning for talented youth rather than indulge in isolated efforts. In considering special provisions, the resources of the entire school should be examined and analyzed for possible contribution to educating these youngsters. Those responsible for extraclass activities, special services, administration, and supervision must all be involved with classroom teachers in studying existing programs and available resources.

e. Faculties should try to increase their sensitivity to the impact of peers, parents, teachers, and community on talented youth and *vice versa*. For example, we recognize

that there are teachers who feel insecure and inadequate in working with talented youth who should be provided with the in-service and supervisory assistance needed to meet the challenge of providing educational opportunities for these youngsters. If understanding of the talent is to be increased and all available resources made available, there will have to be continuous co-operation and co-ordination among teachers, parents, and community.

f. Faculties should recognize the enormity of planning for every conceivable talent. Before determining screening procedures, for example, they must define which areas they wish to give attention and what it is they want to achieve. Staffs which have begun with objectives and aims and then utilized or developed identification instruments have shown evidence of more creative approaches to providing for the talented. The possibility that there are many kinds of talents which may be identified and developed in different ways at various age and developmental levels suggests that faculties should explore continuous identification procedures.

These are some guides in the work of providing better educational opportunities for talented youth, some of which have been considered and implemented by individual schools. There is no need to urge school groups to give attention to making special provisions for the talented. There is, however, a real need to urge faculties to use a sound approach as they meet this challenge. No shortage exists in "testimonials" about programs and practices, but there is a real dearth of experimental evidence of the effectiveness of these programs. As schools begin to provide such data which emerge from research in local situations and these are coupled with researches from other disciplines, we will begin to gain a deeper understanding about the nature of talent which will enable us to do an even better job in meeting the needs of these youngsters and our democratic society.

WORKSHOP FOR COUNSELORS

THE Work of the Counselor in the Public Schools" will be the theme of the Seventh Annual Chico State College Workshop in Counseling and Guidance, to be held on the Chico State College campus from June 20 through July 15, 1955. In addition to lectures and discussion groups, regular classes will be offered in "Techniques of Interviewing," "The Work of the Counselor in the Secondary School and College," and "The Work of the Counselor in the Elementary School." The Advanced Workshop will provide a laboratory for supervised practice in counseling, while the Basic Workshop will emphasize the courses listed above. A special one-week workshop, sponsored jointly by the College and the National Association of Deans of Women, devoted to a consideration of "The Counselor in the Secondary School," will be given from June 20-24. This special session is scheduled to run concurrently with the first week of the regular four-week workshop. Students may participate in both workshops, but may elect only one for credit. For additional information on either workshop, write to Dr. Margaret C. Wells, Co-ordinator, Counseling and Guidance Workshops, Chico State College, Chico, California.

What We Know About Comprehensive High Schools*

FRANKLIN J. KELLER

THE WORD "comprehensive" has become something to be conjured with. In fact, educators have been conjuring with it for some time. Anything comprehensive must be all-embracing, all-inclusive, and who, in these democratic days, would not want his school to embrace everything? So, we set out one day to discover how much of "everything" such schools had worked into their curriculum, how many of "all the youth" they educated. The search was fascinating and the story is long. Some of the conclusions are strikingly unexpected, all of them are pertinent to sound educators.

OUR DEFINITION OF THE COMPREHENSIVE HIGH SCHOOL

The comprehensive high school serves the needs of *all* American youth. It admits *all* youth in the area it serves—all races, creeds, nationalities, intelligences, interests, aptitudes, skills, and all levels of wealth and social status. A comprehensive high school teaches all varieties of skill, all kinds of knowledge to all kinds of people bent upon living socially profitable lives. It prepares them for potentially successful vocations. It prepares them, if they want it, for higher education. It organizes its teaching and its student body so that the net result is Americans in a democracy where the ultimate criterion is an independent individual living co-operatively and amicably with other independent individuals. It gives both so-called "general" and "vocational" education, and is, therefore, a medium of sound EDUCATION for *all* Americans. There are few schools that embody that ideal, but many are approaching it.

WHAT WE KNOW

Everybody—or nobody—knows what a comprehensive high school is—The educators say that "the development of the truly comprehensive high school is thus at once one of the great achievements and one of the great challenges of America's public education . . . a common high school for all was only

*This article includes part of a chapter in *How Comprehensive is Your High School?* A book published in January, 1955, by Harper and Brothers. This was written under the auspices of the Edgar Starr Barney Project, after the author, on sabbatical leave, had made a country-wide survey, during which he visited seventy-seven schools. See the review of this book in "The Book Column" of this issue of *The Bulletin*. (Editor's note).

Franklin J. Keller is Principal of the Metropolitan Vocational High School and Director of the Edgar Starr Barney Project, New York City.

the dream of idealists a few generations ago; today that dream is being realized in what is one of the great experiments in education in the world's history."¹

Actually, the term "comprehensive" means exactly what each superintendent or principal intends it to mean. In San Francisco and Cincinnati it means any high school that in addition to the usual academic subjects includes industrial arts, typewriting, and homemaking. Industrial arts for boys and homemaking for girls have been considered phases of general education, but now they make a school "comprehensive." "Comprehensive" sounds good. "Here, we teach everything." The parents like it. The children probably like it.

The "trend" is not toward the comprehensive high school, but rather toward the use of the word "comprehensive" for what we already have had in education. "Comprehensiveness" is a matter of degree and comparatively few high schools in the country offer enough variety of work both academic and vocational to warrant any statement that they are prepared to give education to all American youth and, therefore, that they are comprehensive.

A fully comprehensive high school (if the term is to mean anything) is one that combines all the best features of an academic high school and a vocational high school, and, therefore, serves the needs of all youth in the community. Schools with only industrial arts and homemaking and typewriting courses are making only the merest gestures toward reality.

No evidence whatsoever is available to prove that a comprehensive high school promotes among the pupils democratic attitudes and practices that are impossible in specialized schools—The standard and recurring justification for the comprehensive high school is its democratic nature. It is argued on logical grounds, but no school pretends to be able to prove it. Were the argument valid, it would be decisive. However, it appears that democracy in a school is fostered by many other factors not dependent upon comprehensiveness; such as, personality and policy of the principal, morale of the teachers, heterogeneity of classes, standards of graduation, and so on. Mere living together does not guarantee an atmosphere of love. On the contrary, as in large families with a variety of tastes and interests, it may engender violent hate.

WHAT DOES YOUR COMMUNITY WANT?

In a one-high-school community, that one high school must be as fully comprehensive as the community can make it—Tradition dictates that every first high school in a community must prepare pupils for college. It is, therefore, academic. Any diversification attending growth means the addition of some business subjects, some industrial arts, a minimum of homemaking, and perhaps agriculture. As long as transportation is feasible, and one school can serve the community, it must be as comprehensive as possible, for a specialized vocational

¹French, Will; Hull, Dan and Dodds, B.L. *American High School Administration*. New York: Rinehart and Co., 1951.

school is financially and administratively impossible! This practical consideration is the justification for the comprehensive high school in the small community. To be a good school, it must meet the standards here set forth. It is the prevailing pattern.

As a one-high-school city increases in population and expands in area additional high schools become necessary. *Shall the first of these new schools be as comprehensive as the old school, or more comprehensive, or less comprehensive? Shall each school specialize in either academic or vocational work? Or shall one specialize and the other be comprehensive? Or shall activities be divided so that pupils can spend a half day in one school and the other half in the second school?*

The answer of this survey is that such a community should plan immediately for at least one specialized vocational school, and *that it should, in all its facilities, give that specialized school as great (even greater, if possible) prestige as the academic school or schools.* The arguments are all against the comprehensive high school in the large city.

One of the ways of giving the vocational high school sound and creditable prestige is to make it a Double-Purpose High School—This is an altogether desirable and feasible type of organization explained in detail in *The Double-Purpose High School*.²

Wherever a community organizes a comprehensive or a specialized high school designed to serve the entire community, thoroughly adequate transportation must be provided—Each community has its own peculiar problems, but it is obvious that pupils must be carried from their homes to the school early in the morning and back late in the afternoon, or, if more desirable, from an academic school to the vocational school or *vice versa* in the middle of the day. Rapid, comfortable transportation is not only essential to good school administration, but it is also as important a factor in attracting pupils as is the quality of the schools themselves. For instance, it can be provided without excessive cost if the transportation occurs during the middle of the day, or preferably between 11 A. M. and 12 noon. Public service buses can certainly be used because traffic at that time is at a low ebb compared with early morning and late afternoon.

Whether comprehensive or specialized, the schools in a community must not only "reflect" the community, but must also make and re-make the community so that it may become a better place in which to live—In the finest sense of the word, the schools must be "community" schools. They must broaden their services to the fullest extent possible. In so far as they do this, they will be attractive to both pupils and parents.

A comprehensive high school will give education to all the youth in the

²Keller, Franklin J. *The Double-Purpose High School*. New York: Harper and Brothers, 1953. Reviewed in the January, 1955, issue of *The Bulletin*, page 168. (Editor's note).

community, regardless of race, color, creed, national origin, or economic status— Wherever there is segregation or there are parochial schools, or where geographical districting is used to separate the rich from the poor, a so-called comprehensive high school is that much less comprehensive.

WHAT ARE THE FUNDAMENTAL CRITERIA?

Doing, more doing, and still more doing must serve as the basis for learning— Of course, this holds for all schools. It is the life and blood of vocational schools. When vocational education is incorporated into the one high school of the town, it certainly must make, create, fabricate with a vengeance. The academic department must be actively motivated, and the subject matter and operation of both departments must be correlated to the greatest possible extent.

General education is a major task of the comprehensive high school—for ALL pupils, but in an intensified, almost specialized form for college-bound pupils— General education is what everybody needs to live well, happily, responsibly. To the extent that our "many intelligences" are interested and able, general education should be offered as liberal arts, the humanities, culture—by whatever name the history and essence of civilization may be known. "Comprehensiveness" assumes the availability to young people of the entire range of knowledge and skills and attitudes that can conceivably enable them to live wholesome lives.

The comprehensive high school must make the sharpest distinction between industrial arts and vocational education— An activity set up for orientation, for information giving, for try-out, with appropriate tools for these purposes, must not be mistaken for, or palmed off for, trade preparation, for the giving of skills, for the start on a career. This is no idle warning. It is sharp protest against a too-common practice, the adoption by the general academic school with an industrial arts course, of the term comprehensive.

It is only a little less ethical for a school to designate itself as vocational because it encourages its pupils to seek work experience, all that work being done outside of school often on the pupils' own time, and without supervision or correlation. In fact, the only useful work experience is on a co-operative or diversified occupations basis, where both supervision and correlated teaching are essentials of the course.

A comprehensive high school, certainly a specialized vocational high school, without a closely co-operating advisory board on vocational education is an anomaly— To attempt preparation for vocational life, or any kind of life, without bringing life and living people into the school, without going out into life to commandeer the experience of employers, employees, professional men and women, is to deny the pupils the very essence of being. Schools that vitalize their teaching through consultation with the persons who first try out the schools' graduates (and immediately judge whether they are good or bad)

are few and far between. Parents, yes. But parents are only those who beget and feed and clothe the youngsters. Employers hire and fire them—make it possible for them to live their own lives. Unions set standards, accept or reject them, determine their employability.

Don't price the children out of the world market for work ability. Don't shudder at the thought of their choosing and specializing in the wrong vocation too early—Movement, action, doing begin even before birth. It is nature's way of training for all kinds of skills. At the first sign of interest in doing, making, creating—feed it, and the child will learn. Frustrate it—make him learn and recite words—and he is lost to education. When the interest becomes vocational—as it almost always does—feed it vocationally. This "expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art."

Don't push up the age of vocational so-called "real education" so high that the pupil has no ground from which to start, thus pricing him out of the market. The world needs him with all his talents keyed up to maximum tension. The truly comprehensive high school can give a mighty thrust to his competence.

So —————.

Turn your curriculum "upside-down," as in California Polytech, San Luis Obispo—which means, of course, right-side up—Arrange your program so that every pupil may do what he wants to do, make what he wants to make, create what he wants to create, just as soon as the urge is upon him. As he grows older and succeeds, he will want to know the why and the wherefore as well as the what and the how. He will devour theory and principle. He will generalize about specifics. He will explore related fields. He will gobble up ravenously what he earlier should have rejected with scorn.

In his younger years he will follow his interests. As he matures he will temper interest with wisdom. He will moderate desire with experience. He will choose a vocation with much more discernment than if he had been nourished on pap instead of the hard facts of life.

In the comprehensive high school the vocational teacher must take second place to no one. He must be ever on the side of the angels (the boys and girls). He must be vibrantly dynamic—Otherwise vocation, vocational education, takes second place. Pupils are too often programmed first for the solid subjects ("solid" forsooth!) and in whatever time is left over, for "a shop." Worse yet, "the shop is a good place for Johnny who was never good at his books anyway and has given us a lot of trouble." Shops are built and equipped after the "real," academic needs are met; or, more usually, are installed in the "old high (or even elementary) building that we don't need any more."

The vocational leader should hold no title lower than that of assistant principal. Preferably, he should be the director of vocational education in the

community, or should be the principal himself, well-versed in the trades, a craftsman as well as a scholar and a gentleman.

In the comprehensive high school the teachers of trades must be craftsmen. The teachers of industrial arts should be craftsmen. The teachers of related and academic subjects should be "craftsmen" in their trades, highly skillful teachers of English, social studies, and so on—They must be intelligent "knowers" of the shop trades. They must, above all, be aficionados. They must like work and workers.

One of the most common complaints of superintendents and principals is that "the academic teachers are the great obstacle in the way of sound vocational education. They don't understand or care." They are, as are all people, deaf to preaching. When once secure in their subject, they are no longer susceptible to training. The only answer is to catch eager workers when young, to imbue them with a love of their own activity, and to nurture in them a great desire to help other eager workers (potentially, all pupils) to fulfill their desires.

No matter how rich the comprehensive school is in subject and activity offerings, it can only function comprehensively if every teacher, every counselor, every clerk, every administrator really wants each pupil to get the best education possible in the light of that pupil's individual abilities and of the demands of his community—his small local community and the "nation-community."—This is so obvious that it seems a little silly to state it. And yet—and yet—the complaint about counselors is as bitter and persistent as that about teachers. "There are too many old 'uns (kindly, estimable women and men) who never did a stroke of work in their lives out of school, who do everything in their power to turn bright pupils away from work and dull troublesome ones into it." The finest testing procedures, the best techniques in interviewing, the greatest flexibility in programming get nowhere (along with the youngsters) in the hands and minds and hearts of men and women who know nothing about vocational education and care less. Every member of a high-school staff is responsible in totality for the fate of every pupil with whom he or she comes into contact.

The aggregate of past and present pupils' biographies is an evaluation of the school—The completeness and variety of the content of these records has been discussed at length. In the fullest sense, they must be cumulative, biographical, autobiographical, sensitive, human, scientifically accurate. Above all, they must be so well written either in the original or through re-writes by persons gifted in English that they communicate to teachers, counselors, parents, the public, and to the boy or girl concerned just what kind of person he or she is, and how the school has aided him in progressing from where he was to where he is. The effectiveness of such records—records come alive—cannot be over-emphasized.

Specifically, every pupil in the school must have at least one close, adult friend on the faculty who will be continuously responsible for his welfare from admission to graduation——This is the teacher who meets him in the home room every day, who is always accessible, always sympathetic, is a kind of public defender against the slings and arrows of outrageous educational fortune. Whatever else a school may have or be, if it does not provide a continuous three-or-four-year-homeroom-teacher-counselor for each pupil, it fails to function fully as an educational institution.

Vocational education conceived in prejudice and born with stigma is a vain thing. It engenders hate. It denies democracy. It mocks education——The curse on Adam, the craving for status, the white collar, the black coat, the uncalled hand—all these have persisted for too many centuries for early suppression. But so have hate and cruelty and war, yet we fight on. Certainly prejudice and stigma have no place in the minds or emotions of a schoolman. He who allows them to color any act in the business of making better children and adults commits a professional and a social crime. We have suggested devices for keeping these vipers out of the school, but they are only devices and can be effective only if compassion and good will are in the hearts of men.

TWO NEW FILMS

OUR Policemen (Catalog No. 1127) pictures a typical day in the life of two policemen of the radio patrol. We see them arrive at the station for roll call and inspection, and in the patrol car when they leave to perform the day's duties. They caution a motorist against exceeding the speed limit. Seeing a small girl run into the street to retrieve a ball, they explain to her how and when she should cross the street. They go to the assistance of a boy injured in a home accident. At the end of the day, the policemen return to headquarters to turn their car over to the next patrol and to go off duty. The use of two-way radio is illustrated and co-ordination between police patrol cars and the emergency hospital ambulance is illustrated. (Black and white, rent \$2.50, sale \$50; Color, sale \$100.)

Another film ready for rental or purchase is *Helicopter Carries Mail*, an account of how airmail is delivered from an airport to a downtown postoffice. Two small boys, expecting some chicks from Iowa by air parcel post, go to the airport where they see the airliner land, which is carrying the chicks. They watch the sorting of the mail and the landing of the helicopter with mail from the postoffice downtown. When the helicopter is loaded with incoming mail, it flies back and lands on the downtown post-office roof. During sequences in the picture, how to operate a helicopter and what makes one fly are depicted. After mail from the airport has been unloaded from the helicopter, it is sorted and assigned to carriers. The picture closes as we see the neighborhood postman delivering the chicks to the boys' home. Catalog No. 1125 (11 min.) rent \$2.50, sale \$50. Both these films are available from Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California.

Historical Development from a Selective to a Comprehensive High School*

WALTER G. PATTERSON

IN 1865, Anson Dwight Miner came to North Adams to introduce the graded school system. Mr. Miner was graduated from Williams College in 1864, and while waiting for a teaching position did some summer teaching and tutoring in his home town of Leyden, Massachusetts. Fred Brown was engaged to start the graded school system in North Adams, but having decided to study law wrote to Mr. Miner suggesting that he apply for the position. Mr. Miner was principal of Drury for eleven years and then became superintendent of schools and remained in this position until 1893. In 1865 the first Drury building completed in 1843 was torn down, and a new building was started, being completed in 1867.

Superintendent Miner told of the conditions that existed in 1865. He wrote in his report:

On assuming the charge of the Old Drury Academy twelve years ago, I found it in a languishing condition. The term opened with an attendance of only about *thirty* pupils. But few essayed the higher English; none the classics. There had been no systematic attempt at grading. The discipline of the schools was in keeping. A spirit of lawlessness was rife, as seen in broken glass and door-panels, in stoves upset and desks torn free from their fastenings. The school property seemed given over to the tender mercies of a band of Modocs,¹ who by their depredations had well-nigh caused the sacred temple of knowledge to be the abode of the owl and the bat.²

After completing twenty years as principal and superintendent in North Adams, Mr. Miner told of the educational progress from 1865 to 1885. The Academy from 1843 to 1865 was a privately controlled school. In 1865 the Town of Adams (now North Adams) took over the management of the school. Mr. Miner, being a classical scholar, taught the Latin and Greek in preparation for college entrance. In the following quotation Mr. Miner also reported that Drury was a secondary school providing general education as well as preparation for college:

*Patterson, W. G., *Some Evaluations of the Holding Power of Drury High School*, Research Study No. 2, Unpublished Doctor's Research Study, Colorado State College, Greeley, 1953.

¹Modoc, was the name of a small tribe of Indians which once lived in what is now northern California and southern Oregon. The Modoc struggled with early white settlers and earned the reputation of being a hostile war like people." *The World Book Encyclopedia*, Vol. 11, p. 5163.

²Town of North Adams, *School Reports*, 1866-1886, Report of 1877, p. 11.

Walter G. Patterson is Principal of the Drury High School, North Adams, Massachusetts. In this article he related how one high school, over the years, made curriculum adjustments in order to meet the changing needs of the school population.

In an educational point of view the town was apparently dead. The old Academy had stood for twenty-four years and not one person as I can learn was wholly fitted for college in it who went through a college course to graduation. Senator Thayer of the School Committee, was the first, I believe, from this town who could claim that honor.³

During the twenty years, 125 persons have received diplomas of graduation from Drury High School, after completing a four years' course of study. About 25 have entered college and at least 60 have engaged in teaching. These figures do not include a large number who essentially completed about the same work before formal graduating exercises were introduced, and very many citizens and businessmen who have, within this period, received a less extended education in our school.⁴

THE DEVELOPMENT OF THE PROGRAM OF STUDIES

In 1868-1869 it was reported that, "Provision is made in the high-school course for such as desire to take a classical course with a view to enter college."⁵ By 1871, several courses were listed in the program of studies. "Pupils may pursue either a classical, German, or French course as they choose; and in case either is taken, a corresponding portion of the English course is omitted. Per Order School Committee."⁶

Three years later the high-school course shows further expansion and refinement of classification. A description of the courses follows:

In the high school there are two courses of study: an English and mathematical and a classical course, which becomes elective at the close of the second term of the first year. French is an optional study. It cannot, however, be pursued to the detriment of any other branch of study. The classical course prepares the student either for a profession or to enter college; while the English and mathematical embraces all the most useful and practical subjects that can be profitably taken in a period of four years.⁷

A third course was offered in 1885. In addition to the college preparatory course, the English and academical courses were offered. They are described as follows:

The English course, planned for those who take no languages, furnishes a continuous course in mathematics, five terms in English, twenty weeks in bookkeeping, ten terms in natural science, three terms in political science, three terms in metaphysics.

To those who do not intend to enter college, the academical course offers such branches as are taught in the higher seminaries and academies. Latin is required for eight terms and Latin or German for the remainder of the course. Rhetoric is required one term; physics, two terms; and botany, nineteen weeks. In other studies the student has a choice.⁸

Modification of the curricula and a more detailed statement of the purposes of the English course is presented:

The English course, planned for those who desire special training for business, includes English, natural science, and mathematics. Those pupils whose circumstances

³*Ibid.*, Report of 1885, p. 31.

⁴*Ibid.*, pp. 31-32.

⁵*Ibid.*, Report of 1868-1869, p. 6.

⁶*Ibid.*, Report of 1871, p. 61.

⁷*Ibid.*, Report of 1874, p. 24.

⁸*Ibid.*, Report of 1886, p. 22.

will not permit them to take a four-year's course, at the discretion of the Superintendent, and if the work is done in a satisfactory manner, they may receive certificates to that effect; but no pupil will be entitled to receive *diplomas of graduation* who does not satisfactorily complete one of the four-years' courses.⁹

Supplementary recommended readings in English and an explanation of the program of studies¹⁰ of 1888 are presented here:

The three courses are offered; *viz.*:

1. The college preparatory fits for college.
2. The academical course offers such branches as are taught in the higher seminaries and academies. Optional studies are printed in *italics*.
3. The English course, planned for those who desire special training for business, includes English, natural science, and mathematics.

Those pupils whose circumstances will not permit them to take a four-years' course, may take two or three years of the English course, at the discretion of the Superintendent, and if the work is done in a satisfactory manner, they may receive certificates to that effect; but no pupils will be entitled to receive *diplomas of graduation* who do not satisfactorily complete one of the four years' courses.

Supplementary to all courses, some readings in English are recommended:

First Year—Hawthorne, *Selected Tales*; Shakespeare, *Merchant of Venice*; Bunyan, *Pilgrim's Progress*.

Second Year—Webster, *Speeches*; Addison, *Selections from Spectator*; Shakespeare, *Julius Caesar*.

Third Year—Bacon, *Essays*; Shakespeare, *Hamlet*; Irving, *Sketch Book*.

Fourth Year—Milton, *Paradise Lost*; Spenser, *Faerie Queen*, two books; Chaucer, *Prologue and Select Tales*.

Candidates for admission to the high school are examined in reading, spelling, arithmetic, geography, grammar, including English analysis, history of the United States, including the general features of the Constitution, and in the elements of music and drawing.

Members of the school will be required to pursue at least three studies each term, and not allowed to take more than four without permission of the Superintendent.

Occasional exercises in reading, spelling, music, and drawing.

Compositions, declamations, or recitations throughout the course. Declamations prepared for the public exercises in Academy Hall, to be original.

In awarding positions in the Training School to those desiring to prepare themselves for teaching, the School Board will give the preference to *graduates* of the high school, especially to those who have a good record for scholarship.

The program of studies of 1891 showed that a definite plan of organization and presentation was beginning to take form—the forerunner of the 1949 program of studies.

By 1896, the program of studies listed the number of weekly exercises (periods) for each subject. The English course had become the literary course. The classical and scientific courses continued from the 1891 program of studies.

A break in the record of the growth of the program of studies was made in 1923. The curricula included the classical, scientific, practical arts, household

⁹*Ibid.*, 1881 to 1892, Report of 1888, p. 52.

¹⁰*Ibid.*, pp. 52-53.

arts, secretarial, business, and general. The number of years offered for each subject was presented for both required and elective subjects.

An elaborate "Programme of Studies" was issued in 1924-1925. The point system had been adopted which gave ten points for a prepared subject meeting five times weekly. One Carnegie Unit equaled ten points. The program gave complete descriptions of courses, regulations concerning promotions, class standing, failures, examinations, scholarship requirements, marking system, honor groups, and a statement to pupils and parents.

The Program of Studies for 1927-1928 combined the secretarial and business course into the commercial course and added the Normal School Preparatory course. Each course was listed with suggestions for types of pupils suited, the schools and colleges for which each course prepared the student, and the life activities toward which each curriculum pointed.

SUMMARY

The changing purposes of the secondary-education program in North Adams were reflected in the program of studies. The multiple curricula plan grew steadily from the early 1870's. The official town and city reports reveal the reasons that many students could profit from an educational program designed to prepare them for life in the community. Hence, for some students there was a lessening of requirements in the languages and an increase in the offerings of the practical subjects.

The reports of the superintendent and principal show that they were fully aware of the need for changing the purposes and offerings of the high school to meet the needs of a large number of youths who were not interested in preparing for college.

Because the multiple curricula plan has its roots so deeply planted for over seventy-five years, the task of changing the program of studies to one of basic requirements and broad electives is greatly increased. The merits of this second plan as they apply to a more wholesome social school climate indicate the need for modification of the present rigid curricula plan.

The chronological high lights of the expanding program of studies follows:

1. 1865—The Drury Academy of 1843 was razed in preparation for a new building.
2. 1865—The town of Adams (now North Adams) assumed management of the school which had been privately controlled since 1843.
3. 1867—A new Drury building was completed. It housed elementary- and high-school grades.
4. 1869—Preparation for college was the single purpose of the high school.
5. 1871—Classical, German, French, and English courses were reported in the program of studies.
6. 1874—The classical course prepared for college and the English and mathematical courses prepared for life in the community.
7. 1885—The program of studies included college preparatory, and the English course for business.
8. 1891—The program of studies showed a definite form of organization similar to the 1949 program of studies.
9. 1927—The Normal School preparatory course was added.

The Needs of Youth as a Basis for Improved Reading Instruction

WILLIAM G. BRINK

IT IS the thesis of this discussion that the improvement of reading in secondary schools, as, indeed, the improvement of every other aspect of the curriculum, must be based upon the needs of the youth who are to be served by the schools. In the consideration of this premise, I should like to devote attention to three major questions: (1) What is a defensible concept of the term needs? (2) What do we need to know in order to develop a curriculum that is based upon the needs of youth? and (3) What are the implications of the "needs approach" in curriculum development for the improvement of instruction in reading?

THE CONCEPT OF NEEDS

The needs of youth are not only valid but also useful guides in developing the curriculum. They provide criteria for appraising the effectiveness of instruction in all areas of learning. This is not a new concept, nor is the assertion that secondary schools should meet the needs of youth a novel one. However, the concept of needs as a foundation for curriculum development has been significantly broadened and clarified over the years, and gradually a wider recognition of the implications of this concept is being achieved. For example, Prescott,¹ viewing needs from the standpoint of the mental hygienist, emphasizes the affective qualities and conditions that an individual must have in order to achieve a sense of adequacy and accomplishment. Needs thus derived are classified as physiological, social, and integrative. The Educational Policies Commission² defines "ten imperative needs of youth" in terms of knowledges, abilities, attitudes, and skills which all pupils should acquire. Havighurst³ conceives of needs in terms of the "developmental tasks" confronting youth, and the Illinois Curriculum Program⁴ views needs as problems which youth must be able to solve. Although these viewpoints have much in common,

¹Prescott, Daniel A. *Emotion and the Educative Process*. Washington, D. C.: American Council on Education, 1938. P. 12.

²*Planning for American Youth*. Washington, D. C.: National Association of Secondary-School Principals, 1951. P. 9.

³Havighurst, Robert J. *Developmental Tasks and Education*. New York: Longmans, Green and Co., 1950. P. 41.

⁴Henderson, Kenneth B. *Principal Findings of the Follow-Up Study of the Illinois Secondary-School Curriculum Program*. Springfield: Department of Public Instruction. Bulletin No. 17, October, 1951. P. 9.

William G. Brink is Professor of Secondary Education in the School of Education, Northwestern University, Evanston, Illinois.

their varying emphases have led to the development of a more comprehensive concept of needs which can serve as a firm foundation for planning the education of youth.

KNOWLEDGE ABOUT THE NEEDS OF YOUTH

Determination of Needs—The basic problem confronting every secondary school, and, indeed, every teacher, is that of determining the needs of youth. It should be recognized, of course, that basing instruction upon the needs of youth does not imply that the classroom teacher should endeavor to ascertain every specific need of every pupil. It would obviously be impossible to list all of the needs of youth. While statements of needs, such as were suggested earlier, illustrate general classifications of needs, it is clear that any general need, such as the need of selecting and preparing for an occupation, would expand in many directions upon careful analysis. Moreover, attempts to enable youth to acquire essential competencies in this respect would have to take into consideration wide differences in the abilities and interests of individual pupils. A moment's reflection will reveal very clearly that "there is no more probability of naming in advance, once and for all, the specific things a youth must learn to do, or be, or know than there is of prescribing in advance all the various items and quantities of foods one must eat over a period of years in order to be strong and healthy. Insight, understanding, and generalized knowledge in terms of principles and laws are what give youth—or adults—effective control in dealing with today's and tomorrow's problems of living."⁵

In determining the needs of pupils, classroom teachers will find helpful suggestions in such detailed analyses of the general needs of youth as those provided by Stratemeyer and others,⁶ and the *Wisconsin Guides to Curriculum Building*.⁷ A teacher can then determine the needs of his own pupils by such means as the observation of behavior, interviews, anecdotal records, progress reports, and interest inventories. Generally he will find that pupils have many common needs which can be met through group instruction. He will find also that pupils have unique needs which can be satisfied best through individual guidance and help. Of utmost importance is it that the pupil be perceived as a whole, and that each aspect of his needs be interpreted in relation to all others.

How Youth Learn To Meet Their Needs—For many years students of human behavior have known that individuals learn best in the matrix of a situation that is interesting and challenging to them, and when the things to be learned are closely related to their levels of maturity. This, of course, is only another way of saying that pupils learn best when they perceive a need for whatever they learn.

⁵Featherstone, W. B. *A Functional Curriculum for Youth*. New York: American Book Co. 1960. P. 77.

⁶Stratemeyer, Florence B., and others. *Developing a Curriculum for Modern Living*. New York: Bureau of Publications, Teachers College, Columbia University. 1947.

⁷*Guides to Curriculum Building: Junior High School Level*. Madison: Wisconsin State Department of Public Instruction. 1950.

In the past, psychologists have described learning very largely from the standpoint of an "outsider" who is observing the learner. This is generally the point of view of teachers also when they pass judgment upon the learnings of their pupils. There is, however, a growing recognition that a valid conception of learning must take into account the way the teaching-learning situation is perceived by the pupils. Eiserer and Corey have well stated this viewpoint as follows: "What a high-school pupil learns to do to meet his needs is determined by his perceptions, and changes in his perceptions lead to changes in behavior (learning). Two implications follow which would seem to be of significance to high-school teachers. The first is this: before a teacher can understand the way a high-school pupil behaves, he must have insight into the way the situation looks to the high-school pupil. What meaning does it have for him? The second implication is: high-school teachers who are most skillful in helping pupils extend or clarify their perceptions to the end that they will correspond more closely to reality will be the best teachers."⁸

Implicit in this approach to the study of behavior is the thought that learning is a highly personal matter, and that only the pupils themselves can meet their needs. For example, a student who has a particular need that can be satisfied through reading can be aided by a teacher in locating and using appropriate books and materials, but the actual satisfying of the need must be done by the pupil himself. This approach to the study of learning gives support to the desirability of a permissive atmosphere in the classroom one in which pupils feel free to express their interests, problems, and anxieties, as well as their beliefs and convictions. It should be recognized, however, that a permissive atmosphere should not imply for the teacher an abdication of responsibility for deepening and extending the scope and character of pupils' feelings of need. Since only the pupils themselves can meet needs, this point of view suggests also the wisdom of encouraging pupils to participate in the planning of teaching-learning situations.

Translating Youth Needs Into Teaching Goals—Brief consideration will be given to one other type of competency which teachers should possess in order to implement the needs concept, that of translating youth needs into teaching goals. Many teachers have reported considerable difficulty in attempting to apply suggested statements of the needs of youth in their teaching. Particularly is this true of the so-called basic needs of youth, such as food, shelter, affection, belongingness, and the like. Obviously no one of these general needs could serve as a direct goal in teaching. For example, we cannot teach affection. How then can we make use of the needs of youth in establishing definite, attractive, and realizable goals? While we cannot directly satisfy pupils' needs for belongingness, we can help them to achieve a feeling of belongingness by

⁸Brink, William G., Chairman. *Adapting the Secondary-School Program to the Needs of Youth*. Fifty-Second Yearbook of the National Society for the Study of Education, Part I. P. 58.

developing the qualities that will win acceptance. For example, improvement in personal attractiveness, ability to get along with others, skill in communication, and the development of social graces are all learnings which the school can assist pupils to achieve. In translating needs into valid teaching goals such steps as the following appear important.

1. Determine what the needs of a given group of pupils and of individual pupils are.
2. Decide whether particular needs can and should be met by the school and through the subject taught.
3. Identify the types of behavior (understandings, abilities, attitudes, conduct) necessary to meet these goals. These behavior patterns indicate the teaching goals.
4. Establish a psychological sequence for achieving the goals.

IMPLICATIONS OF THE NEEDS CONCEPT FOR THE READING PROGRAM

The Role of Reading in Satisfying Needs—One implication is that secondary schools must give greater attention to the role of reading as a means of meeting the needs of youth. There is abundant evidence that reading can contribute toward meeting needs of students. There is little evidence, however, that reading has achieved this objective. This may be attributed, in part at least, to the fact that what pupils have been expected to read and what they have read voluntarily have been insufficiently related to their needs. In so far as attention has been given to the improvement of reading in the content fields of secondary schools, the emphasis both in theory and practice has been largely upon its values in attaining academic success. Some emphasis, especially in relation to the curriculum in English, has been given to reading as a worthy leisure activity. The Second Report of the National Committee on Reading⁹ recognized reading not only as a form of learning, but also as a form of experience, and gave attention to the values of reading in promoting personality development. The Forty-Seventh Yearbook of the National Society for the Study of Education, entitled *Reading in the High School and College*,¹⁰ acknowledged the role of reading in satisfying personal and social needs, and in promoting social stability and progress.

That greater attention should be given to reading in secondary schools is indicated by one of the studies of the Illinois Secondary-School Curriculum Program.¹¹ The findings reveal that more than ninety per cent of the students, parents, laymen, and teachers in sixty-nine schools surveyed believe that it is the function of the school to help students learn to read more effectively and enjoyably. However, only twenty-two per cent of the graduates (2,938) felt that they were very well prepared in this respect, and less than thirty-five per cent felt that the school had given them all, or almost all, the help needed in the field of reading.

⁹*The Teaching of Reading: A Second Report.* Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I. 1937. P. 28.

¹⁰*Reading in the High School and College.* Forty-Seventh Yearbook of the National Society for the Study of Education, Part II. 1948. P. 1.

¹¹Henderson, Kenneth B., *op. cit.* P. 9.

Selection of Reading Materials on the Basis of Needs—A second implication is that reading materials in the content fields must be selected on the basis of the needs of youth. Every teacher has responsibility for guiding youth in the selection of appropriate reading materials. Studies of the reading interests of adolescents are useful to teachers in indicating the preferences of pupils who differ in ability, sex, and maturity. For example, one investigation¹² has emphasized the unusual care that is needed in selecting materials for boys. It was found that two out of every three selections commonly used in the English classroom were better liked by girls than by boys; even the science readings were not rated very highly by boys. Girls seemed to enjoy a large part of the reading materials popular with boys, but boys rejected a formidable proportion of reading materials popular with girls.

Interests, however, should not be considered the only guides to the selection of materials. Teachers should constantly strive to help pupils to become aware of unrecognized needs and to extend their perceptions of the values of reading in satisfying needs. The habit of turning to printed materials in solving problems and in making essential adjustments both of a personal and a social nature should be firmly established during the secondary-school period. Every effort should be made to encourage pupils to participate in the selection of materials and to become increasingly discriminative in their choices. What youth read is more important than how much. The vast amount of printed materials available today makes the problem of selection one of the greatest significance for both teachers and pupils. The purpose of the reader should be considered, whether it is a specific one such as finding factual answers to questions, or a general one such as reading for relaxation. The ability of the reader is another factor influencing selection. As far as possible the materials chosen should be those which will contribute to the satisfaction of more than one need, and which are of enough immediate interest to provide motivation.

That carefully chosen reading materials can contribute significantly toward meeting needs has been found in many investigations. That much still remains to be done in this regard is clear. For example, Weingarten,¹³ in a study of the contributions of voluntary reading to the personal and social adjustment of 1,256 junior-college students, found that in respect to only one of fourteen different types of needs did at least fifty per cent of the students report that they had found books useful. He found, further, that one hundred eighty-three students could not attest to having derived any developmental values from their reading. These findings should challenge teachers in all areas of the curriculum to appraise reading materials, both voluntary and required, as to their values in helping youth meet their needs.

¹²Norvell, George W. *The Reading Interests of Young People*. Boston: D. C. Heath and Co. 1950. P. 85.

¹³Weingarten, Samuel. *Developmental Values in the Voluntary Reading of Adolescents and Young Adults*. Unpublished doctoral dissertation. Northwestern Univ. August, 1952. P. 156.

Improvement of Abilities and Skills in Reading—A third implication is that in all subjects of the curriculum efforts must be made to help students to develop those abilities and skills that are requisite to success in reading. It is evident that one of the reasons why many pupils fail to derive developmental values from their reading is that they are unable to read effectively. That many youth in secondary schools are handicapped in this regard has been shown repeatedly.

Clearly, the assumption that by the time pupils arrive at the high-school level they will have developed the abilities and skills needed in reading is unwarranted. Nothing less than a continuous emphasis upon the development of such abilities is necessary in all subjects. For example, pupils should be given assistance in developing the technical vocabularies peculiar to a given subject, and in acquiring such special skills as interpreting graphic representations in science and understanding symbols and formulas in mathematics. Attention should also be given to increasing reading competency by directing pupils in the kinds of activities that are especially used in a particular field.¹⁴ For example, much of the work in mathematics calls for intensive reading with emphasis upon details, relationships, and preciseness and upon acquiring fundamental concepts of meaning. In social studies much of the reading will be of a more extensive nature, involving skimming to locate information, comparing and evaluating viewpoints, making summaries, and taking notes. In attempts to improve reading abilities, however, the true function of reading as a means of helping youth in meeting their needs must be the central aim. The more closely improvement in reading is related to this goal, the greater are the chances for success.

Remedial Reading—A fourth implication of the needs concept for the secondary-school reading program is that special groups should be established if the needs of individual pupils for improvement in abilities cannot be satisfied in the regular classes. The remedial program is concerned with retarded readers, those pupils whose reading abilities and learning capacities show a marked disparity. There is evidence that remedial reading instruction has contributed significantly to meeting the needs of pupils in many schools.

The principles which should guide remedial reading are essentially the same as those that have been suggested for the developmental reading program in the content fields. However, a few considerations deserve special emphasis. Mention has previously been made of the importance of seeing each child as a whole and of perceiving the interaction of his needs. Especially is this true in relation to retarded readers who often show evidences of emotional disturbances. It is important to recognize that such disturbances may grow out of the frustrations pupils experience in attaining scholastic success; indeed, they may be directly

¹⁴For a more detailed discussion see *Improving Reading in Content Fields*, Annual Conference on Reading. Chicago: University of Chicago Press, 1946. Chap. VII, pp. 51-66.

associated with reading and may arise out of the failure of the reading program to provide experiences which are suited to the abilities and needs of pupils. Of utmost importance is it that efforts to improve reading abilities be planned in such a manner as to contribute to rather than to impede the satisfaction of other needs.

The fact that retarded readers generally read meagerly and narrowly does not warrant the assumption that their interests are similarly restricted. When the patterns of interests are not obscured by disabilities, slow learners have been found to have interests not appreciably different from fast learners of the same sex and maturation level.¹⁵ Knowledge of the felt needs of pupils, their leisure pursuits, hobbies, occupational ambitions, and social aspirations will be of great service to teachers in helping them select materials that are suitable from the standpoint of interests and needs, as well as adapted to the abilities of retarded readers.

SUMMARY

In this discussion attention has been focused upon the thesis that the needs of youth should serve as a foundation for curriculum development. It was suggested that it is the function of the school to help youth to meet their own needs. To achieve this objective it is essential to know how to determine the needs of youth, how youth learn to meet their needs, and how to guide and direct youth toward the satisfaction of their needs. Finally consideration was given to implications of the needs approach in curriculum development for the improvement of instruction in reading.

¹⁵Thorndike, R. L., and Henry, Florence, "Differences in Reading Interest Related to Differences in Sex and Intelligence Level," *Elementary School Journal*, 50: 751-763, June, 1940.

A FILM ON CONSERVATION

HOW We Save Water, a new film just released by Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California, shows the entire process of bringing water to various users from its source in the mountains to the faucets in our homes. By tracing water to its source, we see how the snow melts in the mountains and begins to flow down the canyon. Rains make the snow melt faster, and the water drops become rills, streams, and rivers. At suitable locations, dams are built as a step in the conservation of water for future use. As water is needed, it is released from the dam lakes to spread pools and allowed to sink into the ground. As water is required in certain localities, the water is raised from underground by powerful pumps at strategic stations and piped into communities for public use. The film is enlightening to the many who heretofore have merely taken their water supply for granted. Catalog No. 1126 (10 min.) rent \$2.50, sale \$50.

Standardized Testing

ROGER T. LENNON

STANDARDIZED testing is a twentieth-century phenomenon in American education. It is so recent a development that the pioneers in the field are still alive, and practically all of the present-day leaders had their training under some of the pioneers.

THE BEGINNINGS OF MENTAL MEASUREMENT

The origin of the scientific measurement of intelligence is commonly attributed to the work of the French psychologist, Alfred Binet, who in 1905 (by coincidence the date of World Book Company's founding) with the collaboration of Theodore Simon, issued the *Binet-Simon Test of Intelligence*, generally regarded as the forebear of many, perhaps most, intelligence tests. Binet was interested in the practical problem of identifying feeble-minded children who could not profit from the ordinary program of school instruction. His work, therefore, foreshadows the use of tests for educational classification and guidance purposes.

Binet's work attracted much interest in other countries, including the United States. Among the American psychologists who were greatly impressed by the potential usefulness of the Binet scale was Lewis M. Terman, of Stanford University, who undertook to produce an adaptation of the scale for American use. Terman's work resulted in the publication in 1916 of the *Stanford Revision of the Binet-Simon Scale*, which immediately established itself as the best available individual intelligence test.

Psychologists were quick to sense the exciting possibilities of this new tool for more accurate study of human beings. Dependable measurement of mental ability opened up new research vistas: studies of the nature of genius, in which Terman was vitally interested; new light on the perennial question of heredity and environment; identification of and educational provision for the feeble-minded; effects of physical handicaps on intelligence; racial differences in intelligence; and a host of other theoretical and applied problems.

But it was clear that any large-scale efforts to exploit the potentialities of these instruments would be severely limited by the time-consuming individual examination method required for the Stanford-Binet and the need for a trained psychometrist to do the testing. Among the first to investigate a practical means of overcoming these limitations was one of Terman's students at Stanford,

Roger T. Lennon is Director of the Division of Test Research and Service, World Book Company, Yonkers-on-Hudson, New York. Copies of this history may be secured free by writing the Company.

Arthur S. Otis, who in 1915 undertook as his doctoral dissertation the preparation of an intelligence test that could be administered to large groups of persons by relatively unskilled examiners. His original group intelligence scale formed the basis for the *Army Alpha Examination* used in classifying hundreds of thousands in World War I.

THE ORIGINS OF STANDARDIZED TESTING

Meanwhile, roughly paralleling the development of intelligence measurement, and stemming in part from it, was the development of standardized measures of education achievement. Achievement testing had, of course, always been an integral part of education. What was new about standardized achievement tests was their systematic utilization of principles of scientific measurement of human abilities, developed in the psychological laboratories.

The application of scientific principles to the building of educational tests received its greatest initial impetus from the work of E. L. Thorndike at Teachers College, Columbia University. Thorndike in 1904 published the first textbook on educational measurement, *An Introduction to the Theory of Mental and Social Measurement*. Shortly after, there began to come from Thorndike and his students pioneering efforts to measure objectively outcomes in various subjects.

An awareness of the importance of carefully controlled administration and uniform scoring was carried over from the psychological laboratory. Statistical methodology that had been growing up in connection with the measurement of mental traits was applied with ingenuity and effectiveness to the examination of achievement. Experiments revealed unreliability of grading, and the extent to which marks depended on the whims and prejudices of the teacher or scorer.

THE SCIENTIFIC MOVEMENT IN EDUCATION

To understand why education at the end of the century's second decade was so ready to extend a welcome to standardized testing, it is necessary to appreciate two concepts that were then just beginning to loom large in the philosophy of education:

a. An emerging recognition of and respect for the individuality of each pupil as a person unique in his talent and needs, predicated on the test revealed an enormous range of differences among individuals, and an appreciation of the implications—e.g., individualization of instruction, differentiation of goals and curricula, need for guidance services—that follow.

b. The development of a science of education, with major dependence on research and tested knowledge as the keys to improvement of instruction, administration, evaluation, and other phases of educational effort.

What is more natural than that the schoolman should see in standardized testing the obvious, indeed the indispensable, instrument for implementation of these two ideas? Now he had the tools for assaying the intellectual endow-

ment of each of his pupils, for measuring precisely each one's attainment in the various branches of learning. Could he not with complete objectivity and high precision evaluate the work of pupil, teacher, school, and system? So it seemed to many an early devotee of testing.

Of the ferment that the new "scientific movement in education" was in fact causing, evidences abound. Bureaus of research began to make their appearance in large city school systems, in state departments of education, and in state universities; the years 1921-1922 saw the establishment of more than 100 such bureaus in city systems. Generally, the major preoccupation of these bureaus was with testing and measurement problems. Textbooks on statistical research methods applied to education began to make their appearance. In 1915 the Association of Directors of Educational Research (later to become the American Educational Research Association) was formed to serve the growing number of persons engaged in this field.

PUBLISHER WITH A VISION

But for all this evidence that standardized testing in 1920 was "an idea whose time had come," it is not improbable that the measurement of intelligence and of scholastic outcomes would have been much deferred in its impact on the schools had it not been for the vision of Caspar W. Hodgson, founder of World Book Company, who was quick to sense the implications of the measurement movement for all of education and the probable readiness of schools to adopt these new aids. As early as 1914, the Company, under Hodgson's direction, published *Curtis Standard Practice Tests in Arithmetic*. During World War I, World Book Company made arrangements with Arthur S. Otis for publication of his group intelligence test for school use and in 1918 issued the first of the historic series of Otis intelligence tests under the title *Otis Group Intelligence Scale*. The Otis test was quickly followed in the next few years by World Book Company's publication of mental ability tests of such outstanding psychologists as Terman (1920), Haggerty (1920), Yerkes (with Haggerty, Terman, Thorndike, and Whipple) (1920), Miller (1921), Herring (1922), Goodenough (1926)—a roster of authors that reads like a Who's Who of the pioneers of testing.

Almost simultaneous with the Company's entry into the intelligence testing field was its publication of standardized achievement tests—e.g., *Haggerty Reading Examinations* (1920), *Hudelson English Composition Scale* (1920), *Henmon French Tests* and *Henmon Latin Tests* (1921)—climaxed in 1923 by publication of the first *Stanford Achievement Test* by L. M. Terman, T. L. Kelley, and G. M. Ruch, a landmark in the history of educational measurement.

Psychologists did not confine their early efforts at measurement to the fields of intelligence and achievement. John L. Stenquist, one of Thorndike's students at Teachers College, undertook to measure mechanical aptitude, produc-

ing *Stenquist Mechanical Aptitude Tests*, published by World Book Company in 1922. In the same year the Company released *Thurstone Employment Tests*, measuring clerical aptitude and typing and stenographic skills. Issuance of *Downey Will-Temperament Tests* (1921-22), the Company's first cautious venture into the personality field, signalized its early awareness of the importance of measures of non-intellectual traits.

A NEW AREA OF EDUCATIONAL PUBLISHING

B. R. Buckingham, in reviewing the one-quarter century history of AERA in 1941 remarked appropriately that "in 1919 test materials first began to be issued by commercial publishers . . . passing from an amateur to a professional basis." The National Research Council in 1919 offered their *National Intelligence Tests* (1920) to World Book Company.

Unique mechanical and editorial problems arose with the production of standards tests in large quantities—methods of packaging and of handling accessories such as scoring keys and class records, developing a system of nomenclature, cataloging, and such—and in the editorial area, the training and efficient utilization of specialized professional editorial help. Arthur S. Otis was added to the World Book Company Staff (1921) to insure quality of tests and to assist school personnel in their selection and use. Many policies and practices developed by the Company during those early years have become standard and have been adopted in whole or in part by every publisher that has since come into the field.

Recognizing the need for the training in tests and measurements, World Book Company promptly addressed itself to the task of consumer education. It established a Test Service Department to provide counsel and guidance on testing matters. The Company inaugurated in 1923 its *Test Service Bulletin* series to provide simple, non-technical exposition of test topics and practical concrete examples of effective use of tests. It launched the Measurement and Adjustment Series of professional books, under the editorship of Lewis M. Terman, which series was to include such classics as Goodenough's *Measurement of Intelligence by Drawings* (1926), Hull's *Aptitude Testing* (1928), Kelley's *Interpretation of Educational Measurements* (1927), Otis's *Statistical Method in Educational Measurement* (1925), and Hildreth's *Psychological Service for School Problems* (1930).

The Company co-operated with universities in setting up courses in tests and measurements, and in several instances it effected test distributing arrangements with university research bureaus to stimulate promotion of testing by competent persons. It arranged that some of its sales representatives be specially schooled in the use of tests so that they could assist educators. Perhaps most important of all, it strove through provision of clear, easily understood manuals of directions to make the administration, scoring, and

interpretation of tests sufficiently simple to be handled by the educator with little or no formal training in measurement.

TESTING AND GUIDANCE

From the earliest days of mental measurements one of the major uses envisioned for test results was in connection with vocational and educational guidance. Early on World Book Company's list appeared *Thurstone Vocational Guidance Tests* (1922), along with the mechanical and clerical aptitude tests mentioned earlier. Widespread use of tests for vocational guidance purposes, however, had to wait for the guidance movement to establish a foothold in the schools. This did not take place until the middle or late '20's.

The guidance counselor soon found himself, by choice or necessity, engaged in a far more extensive kind of counseling program concerned with problems of personal, social, and emotional adjustment; and, as he had looked to guidance and interest measures to help in his vocational advisement, so he turned to personality measures, problem checklists, and the like for a better understanding of his counselees. World Book Company adopted on the whole a cautious attitude toward instruments of this kind, for it was clear that they did not compare in validity or reliability with achievement or general ability measures and, moreover, that their proper use called for a much higher level of training and sophistication. Apart from *Haggerty-Olson-Wickman Behavior Rating Schedules* (1930), it was not until the late 1930's that the Company published any inventories, issuing at that time *Washburne Social-Adjustment Inventory* and *Pintner Aspects of Personality*, the latter being one of the first efforts to measure personality characteristics at the elementary-school level. In 1942 the Company, recognizing the changing emphasis in personality measurement, issued the *Individual Record Blank* for the Rorschach method of personality diagnosis, together with the authoritative Klopfer-Kelley volume on this foremost of the projective methods, and in 1953 a similar Record Blank for the *Thematic Apperception Test*, next most popular of the projective measures for personality study. New inventories in the form of *Heston Personal Adjustment Inventory* (1948), and *Gordon Personal Profile* (1953), have been added to the Company's list in late years.

THE SCORING MACHINE

In the late '20's and early '30's leaders in the testing movement were becoming aware of the need for greatly improved methods of scoring tests and processing data, particularly in connection with state-wide and other large-scale programs. Largely through the efforts of Ben D. Wood, International Business Machines Corporation became interested in developing a machine to score tests. By 1933 IBM had pilot models of a scoring machine in operation and in 1937 offered the machine for general use. World Book Company collab-

orated with IBM both by granting permission for use of the answer-sheet arrangement under a basic patent held by the Company and by conducting a series of studies on the reliability and the validity of tests marked for scoring on the IBM test scoring machine. Convinced that under proper circumstances the machine could be used without any harmful effects from a measurement standpoint, the Company moved quickly to adapt several of its tests for scoring on the new machine, being the first of the commercial publishers to take this step.

TOWARD HIGHER STANDARDS

The search for devices to help in scoring large numbers of tests was only one sign of the continued expansion of testing during the 1950's. An unceasing stream of new tests, several new journals devoted almost exclusively to measurement problems, and the expansion of state and regional testing programs were other indications of the thriving conditions of the field. Test users were growing more sophisticated; they were asking for higher standards of technical excellence in the tests that they bought.

During 1930-1940 World Book Company gradually undertook a large part of those aspects of test development which had exceeded the resources of authors, and supplemented their thoroughgoing subject matter knowledge and psychological expertise with technical and experimental facilities. Thus much of the development and standardization of such publications as *Metropolitan Achievement Tests*, *Pintner General Ability Tests*, the revised editions of Harry A. Greene's *Iowa Silent Reading Tests*; *Durrell-Sullivan Reading Tests*, and the *Otis Quick-Scoring Mental Ability Tests* were planned and carried on by the staff of the Company. The Test Division increasingly assumed responsibility for experimental work on problems of validity, reliability, equivalence of forms, norms, and the like. Staff and equipment, including scoring and tabulating machines, were expected to handle these operations. This mode of operation was in full effect at the time of development of the 1940 edition of *Stanford Achievement Test*, for which the Company launched a nation-wide standardization program more comprehensive in scope than any previously undertaken—one that set a pattern for standardization of later editions of this battery and of *Metropolitan Achievement Tests*, a pattern that no other publisher has yet attempted to equal.

WORLD WAR II AND AFTER

Like World War I before it, World War II furthered the testing movement. The extensive work of the armed forces in developing a great variety of tests for use in improved selection and classification aided in two ways: (1) huge research programs, impossible under any other auspices, led to substantial advances in measurement theory and improved understanding of the structure and organization of human abilities; (2) literally millions of persons, brought

into contact with standardized tests in situations in which the test results had an intimate and direct bearing on their own careers, acquired a knowledge of the usefulness of these psychological tools.

In the years that followed World War II, the Company completely revised both the *Metropolitan* and *Stanford Achievement Tests*, issued an entirely new series of high-school achievement tests, new personality instruments, new intelligence measures (both single-score and multi-factor), and other contemporary instruments combined with the well-established titles to form a comprehensive, well-rounded set of offerings for primary, elementary, and secondary schools.

THE WAY AHEAD

So much for this little history. It has brought us, at mid-century, and at World Book Company's golden anniversary, to a point where standardized testing finds itself an accepted and essential part of school practice to an extent surprising in view of its relatively short career. Approximately 75,000,000 standardized tests are given annually in the schools, evidence enough of the reliance that the educator has come to place on test data to guide his activities.

Startling advances in the application of electronic devices to test scoring and to processing of test data already are on the horizon. Professional organizations, including the American Psychological Association, the American Educational Research Association, and the National Council on Measurements Used in Education are concerning themselves with codes of standards for the distribution of tests. A steady stream of research on test theory, construction, and application overflows the pages of the now numerous professional journals in this field. A variety of unusually fine textbooks in the measurement field has appeared in recent years. In short, there is every sign that the testing movement has taken deep root and is in a flourishing and vigorous state of maturity.

World Book Company's constant concern for increasing the effectiveness of testing led it to inaugurate a new series entitled *Test Service Notebook*, offering articles of a somewhat more technical nature than the popular *Test Service Bulletins*; to create a Fellowship in Educational Measurement, awarded annually through the American Educational Research Association; to increase its facilities for offering consultant service to school systems in need of professional counsel; and to give continuing vigorous attention to the development of test manuals and other accessories that will be of maximum usefulness in the intelligent application of test results.

Holding Power of the Schools of Indiana

BEEMAN N. PHILLIPS
and MERRIL T. EATON

ONE OF the major challenges in education today is how to increase the holding power of our schools. The fact that there are so many articles written about the early school leaver is indicative of the importance with which educators regard this problem. Various sources indicate that schools in this country are reducing the number of early school leavers. Census reports show that the proportion of youths between the ages of 14 and 17 enrolled in the nation's schools has almost doubled in the 30-year period between 1920 and 1950. One of the reasons for this increase is that youths are staying in school longer today. This rising trend in the holding power of our schools seems to indicate that administrators and teachers are giving serious consideration to the reasons why pupils drop out of school and are meeting with success in correcting them.

The purpose of this study was to determine how well the schools of Indiana are meeting the challenge of the early school leaver. More specifically, an attempt was made to secure answers to the following questions:

1. Is the holding power of the schools in Indiana increasing?
2. Is there a difference in the holding power of city, town, and township schools in Indiana?
3. Is there a difference in the holding power of schools in Indiana with large non-resident enrollments and schools with small non-resident enrollments?
4. Is there a difference in the holding power of schools in Indiana for boys or for girls?

A study of this nature is limited in at least two ways. One limitation is that enrollment figures do not adequately account for migration. A second limitation is that enrollment figures are affected by the consolidation of schools. In order to eliminate this effect on enrollment figures, consolidated corporations were not included in this report.

Holding power of schools in Indiana.—The number of pupils out of every one hundred in the first grade during the years 1933 to 1941 who stayed in school is shown in Table I.

It can be seen from Table I that the biggest drop in the elementary grades occurred between grades 1 and 2, and grades 7 and 8. Approximately 10 out of every 100 pupils enrolled in grade 1 did not enroll in grade 2 the next

Beeman N. Phillips is Director of the Division of Research in the Indiana State Department of Public Instruction, Indianapolis, Indiana; Merrill T. Eaton is associated with Indiana University, Purdue, Indiana.

TABLE I.—NUMBER OF PUPILS OUT OF EVERY ONE HUNDRED IN THE FIRST GRADE REMAINING IN SCHOOL IN INDIANA*

Year Entered School	Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
1933-34.....	100	88	86	86	85	83	83	78	80	68	53	46
1934-35.....	100	87	86	85	83	82	81	78	79	65	54	47
1935-36.....	100	89	88	85	84	83	83	80	77	66	56	52
1936-37.....	100	88	86	84	84	83	83	78	77	66	57	52
1937-38.....	100	86	85	85	86	84	83	77	78	66	57	52
1938-39.....	100	88	88	88	88	85	83	78	78	68	58	54
1939-40.....	100	91	92	91	89	87	86	80	80	69	60	57
1940-41.....	100	91	90	88	85	84	83	78	79	70	65	55
1941-42.....	100	90	98	85	83	81	80	76	77	68	59	53

*Based on data obtained from Paul Griesel, Statistical Officer, Indiana State Department of Public Instruction.

year. It can be assumed that these children were not promoted. One explanation of the drop between the seventh and eighth grades is the early leaving of over-age children. There is probably a drop between the eighth and ninth grade, but it is more than offset by the large transfer of pupils from private elementary schools to public high schools.

Table I also reveals that the drop in enrollment in high school was greatest between grade 9 and 10 and least between grade 11 and 12. In 1944-45, forty-six per cent of the pupils stayed in school until the twelfth grade. This increased to fifty-seven per cent in 1950-51. After that there was a slight downward trend.

A comparison of the number of pupils in the first grade during 1933-36 and 1937-41 who stayed in school reveals that the holding power of schools in Indiana has increased. The increase is greatest in the tenth, eleventh, and twelfth grades. High schools are holding boys and girls longer today than they did five to ten years ago.

Holding power of city, town, and township schools. The number of pupils out of every 100 in the ninth grade in 1948-49 and 1949-50 enrolling in the

TABLE II.—NUMBER OF PUPILS OUT OF EVERY ONE HUNDRED IN THE NINTH GRADE ENROLLING IN THE TENTH, ELEVENTH, AND TWELFTH GRADES IN CITY, TOWN, AND TOWNSHIP CORPORATIONS

School Corporation	Grade			
	9	10	11	12
City (Over 100,000).....	100	85	72	67
City (30,000-100,000).....	100	92	77	73
City (10,000-30,000).....	100	87	72	66
City (5,000-10,000).....	100	88	76	68
City (2,500-5,000).....	100	89	84	72
Town (Under 2,500).....	100	84	67	59
Townships.....	100	90	77	70
All schools.....	100	88	75	68

tenth, eleventh, and twelfth grades in city, town, and township schools is shown in Table II.

According to Table II, cities between 5,000-30,000 and over 100,000 and towns under 2,500 have the least holding power. Cities between 2,500-5,000 and 30,000-100,000, and townships, have the greatest holding power. It is rather difficult to explain these results since there seems to be no clear-cut relationship between size of city and holding power.

A second interesting result to be noted in Table II is the proportion that remained in secondary schools. In the years studied, high schools in Indiana held 68 out of every 100 pupils entering the ninth grade. This is above the national average.

TABLE III.—NUMBER OF PUPILS OUT OF EVERY ONE HUNDRED IN THE NINTH GRADE ENROLLING IN THE TENTH, ELEVENTH, AND TWELFTH GRADES IN CITY, TOWN, AND TOWNSHIP CORPORATIONS WITH A SMALL AND A LARGE NON-RESIDENT ENROLLMENT

School Corporation	Grade			
	9	10	11	12
City (30,000-100,000)				
Resident.....	100	98	82	74
Non-resident.....	100	86	71	71
City (10,000-30,000)				
Resident.....	100	90	76	69
Non-resident.....	100	85	70	64
City (5,000-10,000)				
Resident.....	100	86	78	65
Non-resident.....	100	93	85	75
City (2,500-5,000)				
Resident.....	100	87	84	69
Non-resident.....	100	91	85	75
Towns (Under 2,500)				
Resident.....	100	84	74	57
Non-resident.....	100	85	71	61

Holding power of schools with large and small non-resident enrollments—One of the common features of schools in Indiana is the transfer of large numbers of pupils in rural areas to nearby towns and cities. The advantage of such a procedure is that it makes possible a more economical operation of schools. On the other hand, schools that are out of the community may not have as much attraction for rural boys and girls as schools in the community. As a result, they may be more likely to drop out.

Table III shows the number of pupils out of every 100 in the ninth grade enrolled in the tenth, eleventh, and twelfth grades in city, town, and township schools with large and small non-resident enrollments. From 25 to 50 per cent of the pupils in a school classified as "non-resident" were transferred to the school, for the most part, from surrounding rural areas.

An examination of the results of Table III reveals that in the larger cities the holding power of schools with a small non-resident enrollment was greater than the holding power of schools with a high percentage of non-resident pupils. On the other hand, in the small cities and towns the holding power of the schools with a high percentage of non-residents was greater than the holding power of schools with a small non-resident enrollment.

Two hypotheses are suggested by these findings. One is that the holding power of a school is related to the degree of homogeneity in the cultural backgrounds of its pupils. Pupils in rural areas are more likely to drop out of school when they are transferred to large cities than when they are transferred to towns and small cities because of the greater cultural differences between rural areas and large cities. The other is that by bringing in rural pupils, towns and small cities have better facilities than would be possible without bringing them in and, consequently, are more attractive to boys and girls.

Holding power for boys and girls—The number of boys and girls out of every 100 in the ninth grade who stayed in school in city, town, and township schools is shown in Table IV.

TABLE IV.—NUMBER OF BOYS AND GIRLS OUT OF EVERY ONE HUNDRED IN THE NINTH GRADE REMAINING IN SCHOOL IN CITY, TOWN, AND TOWNSHIP CORPORATIONS

School Corporation	Sex and Grade							
	Boys				Girls			
	9	10	11	12	9	10	11	12
City (Over 100,000).....	100	84	68	63	100	89	75	71
City (30,000-100,000).....	100	92	77	73	100	93	77	72
City (10,000-30,000).....	100	87	71	64	100	87	74	67
City (5,000-10,000).....	100	87	70	68	100	89	81	68
City (2,500-5,000).....	100	87	83	72	100	91	85	73
Town (Under 2,500).....	100	87	65	63	100	82	70	55
Townships.....	100	87	76	70	100	92	78	71
All schools.....	100	87	74	68	100	90	77	70

It can be seen from Table IV that girls generally stay in school longer. In addition, boys who drop out tend to leave earlier than girls who drop out. The main exception to this is in town schools where girls appear to leave school earlier than boys. On the basis of these results it is highly likely that the women in Indiana are better educated than the men.

SUMMARY

The major findings of this study were:

1. The holding power of schools in Indiana has increased during the past ten years. Yet only five out of every ten pupils entering the first grade re-

mained in school until the end of high school, and only seven out of every ten entering the ninth grade remained until the end of high school.

2. Township schools in Indiana have a greater holding power than schools in towns, in cities with populations between 5,000-30,000, and in cities with populations over 100,000.

3. The holding power of high schools is less in those cities in which a large proportion of the pupils are brought in, for the most part, from surrounding rural areas. This negative effect on holding power may be attributed to wide differences in the cultural backgrounds of rural and urban pupils.

4. On the other hand, the holding power of high schools in towns and small cities is greater when a large proportion of the pupils are brought in from surrounding rural areas. One reason for this may be the lack of disparity between the cultural backgrounds of pupils in rural areas and in towns and small cities. Another reason may be that such high schools obtain better than ordinary facilities by bringing additional pupils in and, therefore, are more attractive to boys and girls.

5. Girls generally remain in school longer than boys, and, as a result, women in the state of Indiana are probably better educated than the men.

RADIATION AND CIVIL DEFENSE

TO INSURE the greatest possible saving of life through proper protective action by the general public, considerable emphasis should be placed on the public civil defense education program. As much as possible should be accomplished in the pre-attack period, so that the necessary civil defense instructions given during the attack and immediate post-attack periods will be understood and willingly obeyed. It is suggested that the public information program stress the effectiveness of the counter measures which have been developed. Though radioactive contamination as a threat has been given little emphasis in the past, it is now becoming a more important factor and should be presented to the public in balance with the other threats of enemy attack. Compared with the blast and thermal effects, the fallout problem is more manageable. Among important civil defense instructions to the public are those involving:

1. The choice of the best cover and the most protected locations in structures with regard to radiation shielding.
2. Personal decontamination by removing at least the outer clothing and washing the exposed parts of the body.
3. The possible necessity of remaining in shelter or cover for many hours or for several days.
4. The importance of avoiding exposure by spending a minimum of time away from the most protected location.
5. The desirability of maintaining in or near the shelter or cover a means of receiving official civil defense instructions from the outside.

Changes Resulting from People Attending School

J. RUSSELL MORRIS

IHAVE been moved to do some rather careful and critical thinking regarding some of the attacks that have been and are being made against the public schools of our nation by destructive wrapped minorities in our society. These attacks suffer from many serious oversights and distortions, to say nothing of misinterpreting the truth. Therefore, I should like to have the privilege of presenting, even to the most biased skeptic, the changes that have taken place in America in the short period of 180 years as a result of more people having attended school. Briefly, some of these changes are as follows:

1. There is a more heterogeneous, social minded, and democratic student body in our schools today.
2. There is a greater diversification of interests as a result of this heterogeneity.
3. There is a lowering of the age of the students. This is because of earlier entrance, more rapid promotion, compulsory attendance, longer school terms, and, strange as it seems, generally improved school facilities.
4. There is a greater interest in physical education and sports because of the increased emphasis placed on these activities by both the school and society. It holds true that the cultivation of "carry-over" activities is sound.
5. There is greater desire for a more enriched curriculum. This is a natural outcome from a society that confronts complex social and economic conditions every day of its existence.
6. Because the time pattern has changed and there is more time for leisure, we have, as a must, the inculcation of avocational interests. This has also been brought about through the great diversity of interests in our population.
7. Students are inclined to be much more critical as a result of being encouraged to think for themselves and to draw their own conclusions. This is good.
8. Since we have had, because of the war, destruction of "provincialism," we do have the tendency for students to be more tolerant, to have developed a much wider area of social representation and a broader perspective of life in general.
9. There are greater group interests as a result of more heterogeneous personnel, increased group activity, and more emphasis on democratic ideology.
10. Students show much more self-confidence, frankness, candor, and initiative, as a result of greater student activity in the modern elementary and secondary school. For the teacher this means much greater emphasis on the socialized recitation.
11. There is more regard for personal appearance (excluding the Sloppy Joe) among the students as a result of a growing appreciation of social values, good manners, and proper customs. It falls to the lot of the modern teacher to utilize every devise possible to see to it that this trend is kept alive.

J. Russell Morris is Professor of Education in the Division of Education and Psychology, Chico State College, Chico, California.

12. There is a tendency toward a better school morale owing to a happier social atmosphere, a more democratic student body, a wide diversity of interests among associates, and a franker and more open-minded attitude toward the problems of life

These changes that have been brought about in our society as a result of more people having attended school in America should reveal, even to the skeptic who seek to undermine, destroy, and persecute our public schools, that American education has made significant and momentous strides and accomplishments which no other nation has been able to accomplish in 180 years; namely, the education of an entire population.

The time has come for the majority to rise up and, with concerted action, still for all time the destructive forces of those whom we find in our midst who are determined to tear down and destroy our public schools. The public school is one of the basic cornerstones of our democratic way of life. Determined America, as one, must meet this threat and, as one, support those who are entrusted with the responsibility of educating our youth. What we do today decides what will be our collective future tomorrow.

COLLEGE ADMISSIONS NO. 2

THE College Board has announced the publication of the second volume in its series entitled "College Admissions." The book reproduces in print the second Colloquium on College Admissions—the four-day "school for admissions officers" at which 90 College Board member colleges were represented. *College Admissions No. 2* defines and analyzes the factors which determine which students seek and gain admission to America's colleges. The effects of home and social influences, population pressures, psychological encouragement or obstacles, methods of personal assessment and guidance, college admissions policies, and financial aid practices are specified and evaluated. Fresh views of this great sorting process suggest new ways for the college, the school, and the community to discover, stimulate, and assist the able student. Detailed procedures are offered for the appraisal of the candidate's personal and intellectual characteristics and the solution of his financial problems. *College Admission No. 2* may be ordered at \$3.50 per copy from the College Entrance Examination Board, 425 West 117th Street, New York 27, New York.

FRESHMEN ADMISSIONS FORMS AND LETTERS

MORE than 300 pages of the forms and letters used by 12 colleges in their administration of freshman admissions were collected and reproduced in book form for the last Colloquium. These materials and explanatory notes show the steps taken and the information assembled by the college from the time the candidate makes a preliminary inquiry to notification of his acceptance or rejection, a procedure which may involve the use of as many as 50 forms and communications. The twelve institutions represented, which were selected because of their differences in size, location, auspices, and purposes, are: Brown, Carleton, Cornell, Manhattan, Massachusetts Institute of Technology, Mount Holyoke, Princeton, Rensselaer Polytechnic Institute, Stanford, University of Michigan, Wells, and Williams. A few copies of this volume are available at \$3.00 per copy. Do not enclose a remittance with your order for either of these two publications. A bill will be sent with the books.

A Principals Study Council

ROLLIN McKEEHN

THE SUCCESS or failure of the school's program is reflected in the principal. He must furnish leadership for curriculum improvement, professional advancement for members of his staff, and good public relations in his community.

The use of pooled intelligence to solve mutual problems is one of Tennessee's fundamental educational beliefs and is one of our most promising approaches to improvement. The Tennessee Principals Study Council was organized because it was thought that the group would serve as a means for translating this belief into action for principals just as such organization has done and continues to do for other educational groups in our great state. During its first year of operation, the council has been the channel for a significant series of efforts made by Tennessee principals to improve the quality of their educational leadership.

The State Department of Education—with the co-operation of all state colleges, the University of Tennessee, and Tennessee State University—has been the sponsoring agency of the Principals Study Council. Consultants from all of these have worked through the past year with various groups of principals and with the groups assembled at the four summer conferences held during July 5-10, 1954. Summer conferences were held for white principals in East Tennessee at the University of Tennessee, Knoxville; Middle Tennessee at Middle Tennessee State College, Murfreesboro; West Tennessee at Memphis State College, Memphis; and for Negro principals at Tennessee State University, Nashville.

CONFERENCES ADOPT PURPOSES

The real significance of the purposes adopted by the four conferences is that they constitute a description of the council's most urgent needs at the end of its first year of operation—a description approved by approximately 300 of its participants, including practically all of its chosen leaders. These purposes are:

1. To review and analyze studies made by local principals' groups and to develop plans for the dissemination of materials and information growing out of the work of the Principals Study Council.
2. To develop ways and means of using research in the study of local problems and to make an inventory of research that can be applied to problems studied.
3. To develop a guide for analyzing and working on problems selected for study.

Rolin McKeahan is Chairman of the Tennessee Principals Study Council and Principal of the Jefferson Junior High School in Oak Ridge, Tennessee.

4. To develop techniques for securing and using competent consultants by local groups in the solution of problems.
5. To identify and clarify relationships of the Principals Study Council with other professional groups.
6. To develop a program of action.

Analysis of these purposes indicates emphasis on problem study and on working co-operatively with other educational groups in the state—tasks which are clearly stated in the council's basic purposes.

OUTCOMES OF CONFERENCES

Outcomes of the 1954 summer conferences were as follows:

1. A clearer understanding was produced of what the council achieved during its first year of operation.
2. A set of practical guidelines was developed and is already proving itself to be useful to local principals in group problem study.
3. Problems for study were identified and plans for action for studying them were developed.

The "Guidelines for Problem Study" included in "A Report of the State Steering Committee of the Tennessee Principals Study Council" are not included in this article.

PROBLEMS AND PLANS OF ACTION

In order that principals may be informed of the problems identified in the conference and the work plans developed, these are presented.

1. On what basis should people who have served as principal or who are serving as principal be granted a principal's certificate?
2. How can plans be developed for organizing and maintaining guidance programs in schools of different levels and sizes?
3. How may principals improve discipline in the school?
4. What is the responsibility of principals in regard to social promotion?
5. How can the principal work with his faculty to define responsibilities in the area of curriculum improvement and help members of his staff assume these responsibilities?
6. What is the principal's responsibility for improving curriculum and instruction?
7. What can the principal do to improve staff personnel?
8. What can the principal do to improve the physical education program for every pupil?
9. How can faculty meetings be improved?
10. What are the factors that cause pupils to drop out of school?
11. How can a program be organized to deal effectively with the drop-out problem?

Conference groups either made specific plans during the conference or agreed that definite plans for action for problem study would be made early in the fall. The plan of action for each problem included the following terms: (1) identification and analysis of the problem, (2) specific assignments, (3)

tentative deadlines, and (4) reports of studies through proper channels of the council.

A PRINCIPAL'S RESPONSIBILITY

It is the responsibility of every principal to concern himself with a systematic investigation of his problem or problems. This systematic investigation of his problem or problems will many times involve not only himself but also his staff, pupils, and community.

The Tennessee Principals Study Council encourages each principal in the state to participate in a program of investigation and experimentation in order to make more effective decisions and develop more promising practices which in turn will enrich the lives of boys and girls in the state of Tennessee.

NEW DEVELOPMENTS IN APTITUDE TESTING

TO PREDICT any individual's probable success in a job—whether you are helping teenagers with vocational planning or are selecting employees—you need to know what each person *can* do. You need a measure of each individual's potential ability to perform successfully the critical skills necessary in various jobs. Extensive research and follow-up studies have indicated that aptitude tests, based on the isolation of critical job factors, are successful in predicting these potential skills. Aptitude testing in recent years has progressed from dependence upon a single test of general intelligence to a battery of tests covering a wide range of specific aptitudes. Studies in the Armed Forces in World War II and with civilian adults and young people since then have clearly pointed out that a larger number of tests, each measuring a unique aptitude, gives far more exact knowledge of what kinds of jobs the individual *can* or *cannot* handle well.

Before tests for predicting success can be developed, the aptitudes which are important in specific jobs must first be identified. This procedure begins with a study of the important elements in each of a wide variety of jobs. In this "job element" method, the researcher first collects a list of all behaviors involved in each job he is studying. He then selects, from these, all which are critical to success or failure on the job. After the critical job elements have been isolated, aptitude tests are constructed for each.

A battery of aptitude tests, with each test measuring a different aptitude, can be used in several ways. The pertinent combination of tests—selected to measure the job elements important in a specific job or group of specific occupations—can be administered. Or a large battery can be given, to furnish the counselor with a comprehensive picture of the individual's aptitudes—the facts that will identify the various occupations in which that individual is likely to be successful.

Many factors must be considered when young people are planning their futures and making career choices. Interests, goals, and available opportunities all have great importance. However, aptitudes play a central role in vocational planning because they determine what the individual is able to learn to do well—in other words, what he *can* do.—Highlights of a speech by Dr. John C. Flanagan, Director, American Institute for Research, University of Pittsburgh, before Science Research Associates' (57 West Grand Avenue, Chicago 10, Illinois) conference in New York City.

We Need To Keep the Public Informed

JOHN A. HARP, JR.

IT HAS long been my opinion that the welfare of the public schools would be served by a more complete and more active program of public relations on the local level. We are all prone to blame our own shortcomings on the people a long way off saying that if the state commissioner and his office would be a bit more aggressive, if the executive secretaries of our professional associations who have their offices somewhere to serve the whole state would just turn on a little more steam or be a little smarter, then all would be well with our world—we would live in a land free from educational problems.

We spend a lot of time griping about the articles written in the national magazines and trembling that they will ruin us while we do nothing to mould public opinion or to keep our home-town public informed. We may go so far as to insult the people who bring up these articles to our faces, believing (or pretending to believe) in them. Yet how often do we stop to think that, if they had their minds full of information about our schools, if they knew as well as you could tell them the victories, services rendered, weaknesses to be overcome, the policies followed, the plans made, they would read these and other articles of the kind simply to find out what is wrong elsewhere; not to wonder if it is like this at home.

Most of the people in the community have at least some confidence in the people, be they teachers or administrators who run their schools. No matter how long-suffering the people of a community are, the majority of them believe in you or they would have seen to it that you were moved on to other pastures and another flock long ago. They, on the other hand, know very little, if anything, about these people who live a long way off somewhere and upon whom apparently a great number of our school men are depending to take care of forming public opinion in their communities. These hired hands who work so hard to keep the public feeling right about the schools have little access to the specific information that would be most influential in your community and mine. If the people of Spudville are to get the good word about the schools in our proud village, the home-town teachers are going to have to get it together and put it in front of them.

There are several enemies of a good steady flow of information. One of the most deadly of which is the superintendent who feels that he has a cinch on his job. Another is the principal who feels that the less people know about their schools the better. Still another is the teacher who feels that her primary

John A. Harp, Jr., is Principal of the Carthage High School, Carthage, Missouri.

duty is to keep the public informed about the weaknesses of her colleagues and hopes that this, by comparison, makes her look good. Then there is also the one who thinks that, if the superintendent wants something about her activities in the paper, he had better get busy and get it together and get it in. Another prize chum is the misinformed ostrich who wants the public to know only the successes and nothing of the trials, needs, and struggles of the school. A close runner-up in the race for absolute stupidity is the special-effort boy who holds out on the public like they were a group of stupid simpletons 99 per cent of the time, and then just raises a great big fuss when the campaign is on. Fire-horse George is a dandy when the house is on fire, but not worth a dern when the day-by-day pull is on. Then there is the "hold-over from serfdom" who feels that if certain people know what the score is, and if they are behind him, it does not matter too much about the rest of the people. Close to the man who believes in telling the public nothing at all, we must reserve a place for the teacher who feels that there is only one way of keeping the people informed, that it usually is easiest just to let Johnny tell momma and poppa about it when he comes in to gulp down his supper.

Well, there are all kinds in the business of teaching and you can classify yourself where you will; but, if the people who are your school community are not wholly informed about the school situation in your town, you and the public schools are riding down a dark road. If you don't run into rough times, then you will get better than you deserve. You've got it coming to you whether you get it or not.

Most of us in a private job wouldn't last as long as a snowball if we did as little to keep our bosses informed as we do in our jobs as teachers and administrators. Let's not get the idea that the job of keeping the public informed is one for the administrators alone, for we are all in this together; we all have a part to play. We had better play it well or it may well be back to the minors for those who don't.

Let us turn to some of the more commonly used programs or plans for carrying on school-public relations. There are many different ways to keep the people informed about your schools. One of the most popular of these is wishing. . . . The way to do this most comfortably is to bring a good soft chair from home and sit down on it and then begin to think thoughts like these: I wish the editor of the paper would have something in the paper about the fine work in reading we are doing. . . . I wish the news editor (or one of the reporters) would say something today about the plans for our assemblies this year. . . . If only the paper would call up and find out about the bond issue and try to get the people stirred up about the building program. . . . I sure do hope the radio says something about the new teachers. . . . It would indeed be grand if there would be something come out in the paper about our in-service training program. All of these are a part and parcel of the same

thing and they get nothing done. Most anyone no wiser than an idiot would know that these wishing wells are a fake and that this way of handling school publicity will be a flop, but strangely enough some have faith enough in it to depend upon it entirely.

Of course, when you follow this procedure for getting out the news, everyone soon knows that the editor of the newspaper is responsible for getting together, digging up, or disenterring any news about your school. This establishes the fact he is to blame if nothing appears. This is, therefore, a good way to play it safe. When you are using this approach, the thing to do is never to discuss the schools with anyone, for, if they were to get the idea that you knew anything about it and its working, if they thought you know anything at all about the school's plans, program, or policies, they might expect you to furnish the paper with something regularly. Obviously wishing is a lot easier and ordinarily the people don't get too stirred up about things up at the school house. It follows that you never will have too much of a school and will, therefore, be saved the extra effort that running an intelligent program would incur, you cur. This is not a very satisfying method, but is popular with an unbelievable number of schoolmen.

Another famous method of handling the public information is to leave it up to the others. This is an especially slick way to take care of matters, especially if you are the boss and the workers on the staff are afraid of you. The way you go about this (if you want to be a real jet-propelled leave-it-to-others operator) is to say to your associates why don't youens call the paper and tell them about what you are doing if you do anything worth telling? When you have told them this, then you need not give it any more thought. When people ask you about why there is never anything in the paper or on the radio about the schools, you can just tell them that you have told the teachers to write up what they are doing and that they just seem never to remember to do it. After such an answer be careful to get busy immediately with something, to look importantly occupied or sooner or later some durn fool is going to ask you why you don't write it up yourself. When they do, this method will never again be worth a durn. Don't under-estimate this method, for you can readily see that it requires no acceptance of responsibility on your part and absolutely no work. This set up is pretty hard to beat if you are looking for the ultimate in the gravy-train classification.

When you are griping about the way the teachers never remember to write up the news, you can do so in a way that will exhibit your superiority. This method helps to keep the staff in order. When they see you are a "do-nothing sort" of a guy, they will, in an attempt to please you, try imitating you. Then, if things get rough, to show how displeased you are that they are failing to keep the public informed you can get them fired. Setting yourself up to get this done makes it necessary to spend many a weary, boring hour playing bridge

with the board of education members, but anything is better than work, Brother. . . . This is another method that you have to ride all the way home. If you ever let it be known that you could get out and dig up a news lead about the school, the people will expect you to keep it up.

I have saved the best way of avoiding the responsibility of keeping the public informed to the last, because it is one that really works. It is one you can ride to retirement if you are smart and never have to worry about anyone thinking you are any less than a paragon of virtue as a school administrator. The way you work it is always to be busy. Don't stay too long in any one spot. If anyone wonders if you are worth a darn and starts trying to find out, this throws them for a loss because they won't keep up with you long enough to find out. You've seen bird dogs that could do this to perfection. They will do twice as much running to keep from finding a bird as they would have to find a few coveys. They'll chase rabbits, their tails, or a tumbleweed to keep you on the move, but they won't find birds, and there is nothing you or anyone else can do about it. People who know nothing about the bird-hunting business will think they are wonderful dogs and that they are just about to freeze up on a covey as soon as they find one worthy of their attention. But any old timer who knows anything will spot them as the result of an unfortunate cross between your good old reliable pointer and a rabbit hound.

The beauty of this method and the reason I recommend it to you is that, although you will be the same thing that the dog is, there will be few people along who know enough about a really wide-awake, live-wire schoolman can do that they will spot you for the . . . phony that you are. Don't be afraid of this, for some of the boys have played it straight for twenty years and come home to retirement on this horse without ever doing a lick of good in the world or anything for which they could be criticized.

After you have followed this method for a few years, the people will come to assume that nothing is to be expected of you, and you are on the gravy wagon for good. One thing you need to be busy with when you are playing this method is that you keep the mental qualities of the local board of education members as low as possible unless you have married a banker's daughter so that the people are afraid to fire you. Get too smart a gang of board members and some busybody who feels it is his duty to tend to the welfare of the school instead of tending to his own business will start wondering with what you are so busy. When he finds out that in your case it is nothing, you had better have some place in mind to land.

There is another way of taking care of the matter of keeping the public informed and that will take some time to tell you. Frankly, I would advise you to throw this away now and set it down on your income tax return as a bad investment. If you continue to read, do so at your own risk. There is

work ahead and anyone of the methods above outlined is some hundred times easier.

This other way of taking care of public relations will involve you in much energy-consuming work. It takes a plan so that you will have something to keep the people of your community informed about. A program must be evolved which will enable you to carry out your plans. Research is required in order that you may know what others are doing; and ambition and zeal, that you may never be satisfied until you are doing better the things they are doing already. Only persistence will make your program continuous. Sometimes you will need courage in order that you may admit your needs and faults as well as your successes and strong points. It takes intestinal fortitude that you may be willing to fight for the plans you have made and not be satisfied to be side-tracked down the road of pleasing the people who employ you. Self-denial will often be needed in order that you may work just as hard and continue just as faithfully when you are tired or want to do something else as you do when the weather is fair and you feel fine. Patience and reverence for your work is needed in order that, when you are not inspired, you will work for the love of this job God gave you to do. Common sense and humility are essential that you may know that it is more important for your story to be understood than for it to be fancy. Continuous study must be done that you may discover weaknesses in your plan and continually develop a better plan as you go along. The job must be so important to you that you will keep on even when you are finally convinced that you are the only person in the world who cares whether you keep on or not. Yes, keeping the public informed demands many qualities—imagination that you may see the other fellow's viewpoint, charity that you may know the other fellow is often right, and humility to admit your faults. These alone are not enough for no man can do a great job alone. We must, therefore, have inspired helpers who believe in us and in a plan which they have helped to develop. When we have these, we must remember to give them part of the credit for what is accomplished according to their just deserts. We must be unselfish and give our fellows their share of the credit for the job well done for we must have devoted helpers who will stay on until the job is done even when the inspiration comes so late that we can only start after quitting time. Let us add to this, respect for our fellowmen to whom we bring the message about our schools for they will not listen if we talk down to them. Add to this, respect for the truth for he who lies will be found out no matter how interesting his tale, and those who have been mislead will not follow again. We must plan continuously for the first plans are not always the best ones. Add to this faith that hard work pays off, willingness to work when there is plenty of material in order that you may have something prepared in advance for those times when there is little. Look ahead lest you overlook something good; look always behind you at what

you have done that you may weigh your product against perfection. Keep your vision of what the outcomes of your program may be ever before you to inspire you when you are tired and discouraged. Think continually about your job and about its relation to the people whom you serve, for thinking strengthens the mind in the production of worthy ideas.

Remember this is a hard road and one you will often wish you had never trod. The previously mentioned methods of keeping the public fooled are much less tiring than this difficult way of keeping the public informed. Bear in mind you don't have to do much to keep the pay check coming in. Know too that, once having taken hold of this bear's tail, you can never turn loose. If, however, your professional pride gets the best of you and you start trying to do a good job of keeping the folks informed about your school, you will be grateful for the appreciation it brings and be surprised at how well you can do.

RESIDUAL RADIATION IN RELATION TO CIVIL DEFENSE

RECENT developments in nuclear weapons have increased the probability that serious amounts of radiation from fallout may be experienced in addition to the blast and thermal effects. Previous civil defense thinking and planning will not have to be abandoned but, rather, must be re-evaluated, broadened, and intensified. Civil defense preparations must continue to contemplate initial radiation problems, the smaller weapons non-contaminating bursts, detonations with little or no warning time, and all of the other problems which have previously confronted planners. The increased attention to fallout, which is by no means a new problem re-emphasized the fact that civil defense must provide a variety of specified operational capabilities to meet a variety of situations.

Initial radiation (the gamma rays and neutrons released instantaneously with the explosion) produced by a large nuclear weapon detonated on or near the ground does not present a serious hazard beyond the area where heat and blast are of greater concern. Residual radiation, however, from such a detonation may be expected to affect very large areas for a considerable period of time. Fallout is the phenomenon responsible for the major part of the residual radiation hazard. The term "fallout" is used to describe the radioactive particles produced by a nuclear detonation when they fall back upon the earth from the upper air. It is composed of fission products, particles of the bomb itself, substances made radioactive by the neutrons, and material from the surface of the earth carried aloft by the explosion. In the case of an air burst, where the fireball does not come in contact with the earth, the radioactive products of the detonation are carried high into the atmosphere as very small particles and are scattered widely by the winds. The great bulk of this material will undergo radioactive decay before the particles have fallen to the earth. When, however, the detonation is such that the fireball rests upon the ground, great amounts of earth are drawn into the rapidly rising fireball, resulting in coarse, highly radioactive particles, which tend to fall rapidly while being carried along by the wind.

Duties of Vice-Principals in New Jersey

EDWARD I. PFEFFER

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HE PURPOSE of this study was to ascertain the status, duties, responsibilities, and rights of vice-principals and standards related to the vice-principalship in public schools in New Jersey within the purview of existing law and established practice.¹ This article summarizes only those findings related to duties as reported by vice-principals.

For purposes of this investigation, a vice-principal was defined as the professional person in a school building who was next in authority to the principal. A supervising vice-principal was one who spent one half the time or more in the fields of administration or supervision. A teaching vice-principal was one who taught classes more than fifty per cent of the regular school day. The study included vice-principals in elementary, junior-high, and high schools. Elementary school referred to any school with a combination of grades below grade nine, that is, kindergarten through grade eight, kindergarten through grade six, etc. Junior high school referred to a school in which the highest grade was the ninth. Usually it included grades seven through nine and all schools providing instruction in grades kindergarten through nine were classified as junior high schools in this study. High school referred to a school with grades nine through twelve, or grades ten through twelve, or grades seven through twelve.

PROCEDURES FOR REPORTING DUTIES

From a list of 281 specific professional duties, vice-principals checked the activities they performed. Specific duties were grouped into six major categories: duties of supervision, duties relating to pupil personnel, public relations duties, teaching duties, clerical duties, and duties of organization and administration. Activities not included in the above groups could be written in under miscellaneous duties. Duties of organization and administration were separated into eight sections: managing school personnel, scheduling, administering special services and activities, managing the school plant, administering business and office duties, miscellaneous administrative duties, beginning the school year, and closing the school year.

Vice-principals indicated the amount of responsibility borne in connection with each duty. Four columns headed *major*, *equal*, *minor*, and *none* were used

¹Pfeffer, Edward I. *A Study of the Vice-Principalship in New Jersey*. Doctor's dissertation. New Brunswick: Rutgers University, The State University of New Jersey, 1954. P. 212. (Unpublished)

Edward I. Pfeffer is Principal of the Monmouth Street and Coe's Place Schools, Newark, New Jersey.

in order to ascertain the amount of responsibility. Vice-principals checked one of the four columns for each activity performed. A check in the *major* column indicated that the vice-principal had been assigned the responsibility for the activity. He carried on the activity with complete authority, subject only to the veto power of his principal. A check in the *equal* column denoted that both the vice-principal and the principal contributed to and shared in the responsibility of the activity. A check in the *minor* column indicated that the vice-principal's part in the activity was small. His influence in planning or his responsibility in carrying on the activity was negligible. A check in the *none* column signified that the vice-principal had no responsibility for the activity. If an item did not apply to his school, he might omit it completely.

Vice-principals indicated also the frequency of performing the activity. Three columns headed *often*, *occasional*, and *seldom* were established. Vice-principals checked one of these. A check in the *often* column indicated that the vice-principal performed the duty repeatedly throughout the year. A check in the *occasional* column denoted that he performed the activity at irregular intervals or intermittently. A check in the *seldom* column signified that he rarely performed the activity. Finally, vice-principals were asked to check the three activities in each group that they considered of greatest consequence and significance.

Responses were received from 143 supervising vice-principals in New Jersey. Of this group, eighty-four were in high schools, twenty-two in junior high schools, and thirty-seven in elementary schools.

Responses of duties performed were received from fifty-four teaching vice-principals in New Jersey. Of this group, four were in high schools, one in junior high schools, and forty-nine in elementary schools.

In reporting the present study, duties were considered to be important and inherent to the vice-principalship if performed by a majority of vice-principals. In the lists noted below, as well as subsequent lists, the items entered are not direct quotations.

DUTIES OF "MAJOR" RESPONSIBILITY REPORTED BY SUPERVISING VICE-PRINCIPALS

A majority of supervising vice-principals listed six duties that were their *major* responsibility. These were:

1. To supervise pupils' conduct outside rooms
2. To interview, study, and adjust pupils for absence and tardiness
3. To interview, study, and adjust pupils for misconduct
4. To confer with parents about pupils
5. To confer with school personnel about pupils
6. To excuse children from class

All of the above duties except number one were listed under duties relating to pupil personnel. Supervising vice-principals said that they performed these

duties *often*. The majority of supervising vice-principals reported that they considered the activity, "to confer with parents about pupils," of greatest consequence and significance. Although supervising vice-principals carried *major* responsibility for the duty, "to excuse children from class," and performed this activity *often*, they did not consider the duty to be of greatest consequence and significance.

Besides the duties listed above, a majority of supervising vice-principals in elementary schools reported carrying *major* responsibilities for the following additional duties:

A. Duties of supervision

1. To administer testing programs
2. To examine pupil papers and report cards
3. To help teachers use newly introduced materials
4. To criticize lesson plans
5. To assist substitute teachers

B. Duties relating to pupil personnel

1. To confer with pupils about problems of school studies
2. To settle fights among pupils

C. Clerical duties

1. To collect money for drives, sales, fines, tuition, etc.

D. Duties of organization and administration

1. To group and assign pupils to classes
2. To assign new pupils at beginning of school year
3. To prepare special room schedules
4. To schedule use of special equipment
5. To schedule and supervise assemblies
6. To organize exhibits on bulletin boards and in show cases
7. To plan for observance of special days
8. To orient new teachers

The above listed duties were also frequently performed by supervising vice-principals in elementary schools. Of these duties, the following, "to administer testing programs," "to confer with pupils about problems of school studies," "to group and assign pupils to classes," and "to orient new teachers" were selected by a majority of supervising vice-principals in elementary schools as being *most important*.

A majority of secondary-school supervising vice-principals reported having no additional duties for which they carried *major* responsibility besides the six listed above by supervising vice-principals on all three school levels. Therefore, it can be concluded that supervising vice-principals in secondary schools held *major* responsibility mainly for duties relating to pupil personnel. On the other hand, as indicated above, those in elementary schools carried *major* responsibility for additional duties in the areas of supervision and administration.

DUTIES OF "EQUAL" RESPONSIBILITY PERFORMED "OFTEN" AS REPORTED BY SUPERVISING VICE-PRINCIPALS

A majority of supervising vice-principals stated that they shared *equal* responsibility with their principals for the following duties that were performed *often*:

1. To read educational literature
2. To attend departmental or committee meetings
3. To attend faculty meetings
4. To attend professional meetings
5. To assist substitute teachers
6. To confer with pupils about problems of school studies
7. To interview, study, adjust pupils for failure in academic work
8. To develop desirable *esprit de corps*
9. To prepare school notices
10. To develop school policies and plans
11. To evaluate school policies and programs
12. To confer with educational personnel
13. To enforce school rules and regulations
14. To interview school visitors
15. To assign new pupils at the beginning of school year
16. To prepare next year's tentative organization at closing of school year

Excluding the first four in the above list, the remaining twelve duties comprised functions definitely on a supervisory and administrative level. In fact, a majority of supervising vice-principals were sharing *equally* with their principals in performing duties basic and most important to the principalship, such as "to develop desirable *esprit de corps*," and "to develop and evaluate school policies, plans, and programs."

DUTIES OF "EQUAL" RESPONSIBILITY PERFORMED EITHER "OFTEN" OR "OCCASIONALLY" AS REPORTED BY SUPERVISING VICE-PRINCIPALS

The performance of a long list of duties embracing the area of supervision, pupil personnel, public relations, and organization and administration was reported by supervising vice-principals. A majority said that they shared with their principals *equal* responsibility for the execution of these duties and that the frequency of performing these functions was either *often* or *occasionally*. A majority of supervising vice-principals checked the following duties of supervision:

1. To observe teaching
2. To confer with teacher, following visit
3. To follow up results of conference
4. To make professional literature available to teachers
5. To prepare supervisory bulletins
6. To discuss pupil rating system with teacher
7. To discuss pupil marks with teacher
8. To examine pupil papers and report cards
9. To prepare for evaluation of school

10. To participate in professional meetings
11. To utilize courses of study
12. To study interests, abilities, talents, experimental background of staff and pupils
13. To encourage teacher activity in educational association
14. To encourage teachers to attend professional meetings
15. To appraise own supervisory activities

From the above list, attention is especially directed to the activity, "to observe teaching, confer with teacher following visit, and to follow up results of conference." Responsibility for the execution of this vital function of the principaship was reported to be shared *equally* by both vice-principal and principal. The frequency of its performance was indicated as being either *often* or *occasionally* throughout the year. The following list of duties relating to pupil personnel was checked:

1. To confer with pupils about problems of extracurricular activities, health, and social relations
2. To interview, study, adjust pupils for health problems
3. To co-operate with welfare and police agencies
4. To make case studies of problem pupils
5. To counsel entering pupils and their parents
6. To encourage pupils to remain in school
7. To develop pupils' records
8. To write letters of recommendation
9. To settle fights among pupils
10. To exclude pupil from school

A majority of supervising vice-principals reported that they shared *equal* responsibility with their principals for only one public relations duty; namely, "to participate in community civic and patriotic activities." Approximately twenty-eight per cent of the group stated that they performed this duty *often* and thirty-eight per cent *occasionally*. A majority of supervising vice-principals indicated that they held *minor* or no responsibility for guiding and planning PTA activities and for participating in the PTA.

The following list of duties of organization and administration was checked by a majority of supervising vice-principals in the categories of *equal* responsibility and *often* or *occasional* frequency:

- A. Managing school personnel
 1. To co-ordinate school personnel
 2. To broaden teachers' personal outlook
 3. To handle teachers' peculiar individual problems; the poor bookkeeper, the social misfit, the mentally superior, the neurotic, the crabby old maid, the officious, *etc.*
- B. Scheduling
 1. To prepare pupil schedules
 2. To group and assign pupils to classes
 3. To assign teachers to classes
 4. To prepare teacher schedules
 5. To prepare special room schedules (music, art, gym., auditorium, *etc.*)
 6. To confer with parents about their child's placement

C. Administering special services and activities

1. To supervise assembly periods
2. To schedule assemblies
3. To plan yearly schedule of programs for assemblies
4. To prepare seating arrangement for assemblies

D. Managing the school plant

1. To investigate property damage, thefts, *etc.*

E. Administrative business and office duties

1. To execute central office directives
2. To organize and supervise work of clerical staff
3. To encourage teacher punctuality

F. Miscellaneous administrative duties

1. To schedule and evaluate fire drills
2. To schedule and evaluate air raid drills

G. Beginning the school year

1. To orient new teachers
2. To assign teachers to special responsibilities and committees
3. To prepare bulletin of school regulations

The conclusion might be drawn that the above duties of organization and administration were intrinsic to the supervising vice-principalship.

DUTIES OF "MINOR" OR NO RESPONSIBILITY AS REPORTED BY
SUPERVISING VICE-PRINCIPALS

Out of 143 supervising vice-principals reporting, 121 stated that they had no classroom teaching duties. Approximately one third said that they held *minor* responsibility for substituting for absent classroom teachers. This was reported on all three school levels. The implication was indicated that teaching a regular class was not an important function of the supervising vice-principalship.

A majority of supervising vice-principals reported having no responsibility for almost all activities listed under clerical duties. They held some responsibility for the following clerical duties and performed them frequently: to prepare enrollment data, to enroll new pupils, to read, answer, or transmit messages, and to post circulars, notices, schedules, *etc.* It might be concluded that the functions of the supervising vice-principalship usually did not embrace clerical duties.

A majority of supervising vice-principals stated that they held *minor* or no responsibility for many public relations duties and for administering special services and activities, such as the school cafeteria, the school health service program, the school library and audio-visual aids program, athletics, student council, clubs, school publications, and social affairs.

DUTIES OF GREATEST IMPORTANCE AS REPORTED BY SUPERVISING
VICE-PRINCIPALS

Vice-principals were asked to check the three activities in each group that they considered of greatest consequence and significance. The list is presented in subsequent paragraphs.

A. Duties of supervision—In actual practice, a majority of supervising vice-principals either held *major* responsibility or shared *equal* responsibility with their principals for the first two of the duties listed below. The item concerned with testing programs was reported by most supervising vice-principals in elementary schools as being their responsibility:

1. To observe teaching, to confer with teacher following visit, and to follow up results of conference
2. To supervise pupils' conduct in outside rooms
3. To plan, preside over, and evaluate outcomes of faculty meetings
4. To plan, administer, and interpret results of testing programs

B. Duties relating to pupil personnel—A majority of supervising vice-principals reported having either *major* or *equal* responsibility for all of the following important pupil personnel duties.

1. To confer with parents about pupils
2. To interview, study, adjust pupils for failure in academic work
3. To confer with pupils about problems of school studies and extracurricular activities
4. To confer with school personnel about pupils
5. To interview, study, adjust pupils for misconduct, absence, or tardiness

C. Public relations duties—In actual practice, a majority of supervising vice-principals said that they held *major* or *equal* responsibility for the first duty listed below under public relations:

1. To participate in community civic and patriotic activities
2. To participate in the PTA
3. To guide and plan PTA activities

D. Duties of organization and administration—A majority of supervising vice-principals reported having *major* or *equal* responsibility for all administrative duties listed below under managing school personnel and scheduling:

1. Managing school personnel
 - a. To develop desirable *esprit de corps*
 - b. To co-ordinate school personnel
 - c. To handle teachers' peculiar individual problems
2. Scheduling
 - a. To confer with parents about child's placement
 - b. To group and assign pupils to classes
 - c. To prepare pupil schedules
 - d. To assign teachers to classes
 - e. To prepare teacher schedules

Of the duties of greatest consequence and significance listed below under administering special services and activities, a majority of supervising vice-principals stated that they carried *major* or *equal* responsibility for only three activities. They were: supervising assembly periods, scheduling assemblies, and planning yearly schedule of programs. The conclusion is indicated that in actual practice the vice-

principalship bore little, if any, responsibility for administering special services and activities. An implication of the data might be that both principals and vice-principals should explore this area of duties for possible inclusion in the functions of the vice-principalship.

3. Administering special services and activities

- a. The school cafeteria:
 - (1) To arrange for pupil control
 - (2) To supervise cafeteria program
- b. The school health service:
 - (1) To handle emergency cases of accident and/or illness
- c. The school library and audio-visual aids program:
 - (1) To integrate library into school program
 - (2) To provide instruction for teachers in operation of equipment
- d. Assemblies:
 - (1) To supervise assembly periods
 - (2) To help teachers and pupils plan programs
 - (3) To plan yearly schedule of programs
 - (4) To schedule assemblies
- e. Athletics (listed more frequently in high-school group)
 - (1) To establish athletic policy
 - (2) To supervise athletic functions
- f. Student council and clubs (listed more frequently in secondary-school group)
 - (1) To confer with council representatives
 - (2) To supervise home-room program
 - (3) To supervise club program
- g. School publications:
 - (1) To supervise school-publications program
 - (2) To assist in developing editorial policy
- h. Social affairs:
 - (1) To supervise student social affairs

Of the duties related to managing the school plant listed below, a majority of supervising vice-principals reported having *major* or *equal* responsibility only for the duty, "to investigate property damage, thefts, etc."

4. Managing the school plant

- a. To maintain and improve condition of building and grounds
- b. To supervise custodians
- c. To investigate property damage, thefts, etc.

A majority of supervising vice-principals said that they held *major* or *equal* responsibility for the last two items listed below.

5. Administering business and office duties

- a. To requisition supplies and textbooks
- b. To prepare budget for school
- c. To prepare school notices
- d. To organize and supervise work of clerical staff

For the three vital administrative duties listed below, a majority of supervising vice-principals declared that they had been assigned either *major* or *equal* responsibility. The duties were performed *often*.

6. Miscellaneous administrative duties
 - a. To develop school policies and plans
 - b. To evaluate school policies and programs
 - c. To enforce school rules and regulations

A majority of supervising vice-principals indicated that they held *major* or *equal* responsibility for all important duties unique to the beginning and closing of the school year that are listed below except for the last one.

7. Beginning the school year
 - a. To orient new teachers
 - b. To assign new pupils
 - c. To assign teachers to special responsibilities and committees
 - d. To prepare bulletin of school regulations
8. Closing the school year
 - a. To prepare next year's tentative organization
 - b. To promote, accelerate, and retard pupils

No teaching or clerical duties were checked by a sufficient number of supervising vice-principals to warrant inclusion in the list of activities of greatest consequence and significance. It appeared that the respondents did not consider these duties to belong to the supervising vice-principalship.

In summary, if duties related to administering special services and activities were excluded, a majority of supervising vice-principals held either *major* responsibilities or shared *equal* responsibility with their principals for three fourths of the duties listed as being of greatest consequence and significance. The implication might be drawn that supervising vice-principals were performing important, vital, professional services in the area of supervision, pupil personnel guidance, public relations, and organization and administration.

SIMILARITIES AND DIFFERENCES OF DUTIES AT THE THREE SCHOOL LEVELS AS REPORTED BY SUPERVISING VICE-PRINCIPALS

There were greater similarities than differences of duties on the three school levels. Reports of vice-principals in high, junior high, and elementary schools indicated a general resemblance and agreement in duties performed.

Differences that existed between high-school and elementary-school supervising vice-principals might be associated with the number of other types of professional personnel available in a school, such as clerk, nurse, librarian, guidance counselor, and heads of departments. For example, it seems reasonable to assume that the lack of adequate clerical, nursing, and library personnel might be a factor in that a majority of vice-principals in elementary schools performed many duties belonging to these special positions, such as:

1. To check, store, distribute, and collect books and supplies
2. To maintain inventories of books and supplies
3. To answer telephone
4. To prepare enrollment data
5. To bank school monies
6. To keep financial accounts

7. To read, answer, or transmit messages, *etc.*
8. To post circulars, notices, schedules, *etc.*
9. To follow up cases of accident and/or illness
10. To arrange for escorting pupils to clinics, hospital, home, *etc.*
11. To integrate the library into school program
12. To develop sensory aids library
13. To arrange for housing and operating equipment
14. To provide instruction for teachers in operation of equipment
15. To develop program for previewing new films

Likewise, a majority of high-school vice-principals reported having minor responsibility for many supervisory duties, such as observing classroom teaching; conferring with teacher following visit and following up results of conference; planning, presiding over, and evaluating outcomes of departmental and/or faculty meetings; rating teachers; writing recommendations for teachers; planning, administering, and interpreting results of testing programs; selecting books and instructional materials; helping teachers use newly introduced materials; and constructing, revising, or utilizing courses of study. These duties in high schools were often performed by principals and/or heads of departments. On the other hand, a majority of supervising vice-principals in elementary and junior high schools shared with their principals responsibility for the above duties.

Differences of duties of supervising vice-principals on the three school levels also seemed to be due to problems unique to a particular pupil age group that a school served. For example, high-school vice-principals were concerned with these duties:

1. To encourage pupils to remain in school
2. To recommend students for scholarship
3. To write letters of recommendation for pupils
4. To prepare for evaluation of school
5. To confer with pupils about problems of extracurricular activities, employment, and choice of vocation or college
6. To arrange orientation week for freshmen
7. To supervise student social affairs

Elementary-school vice-principals said they were responsible for these duties:

1. To arrange for free milk, shoes, *etc.* for pupils
2. To organize and/or supervise safety patrol
3. To plan school fund-raising functions
4. To develop plan for milk-money collection

DUTIES REPORTED BY TEACHING VICE-PRINCIPALS

The entire group of fifty-four teaching vice-principals reported that their major duty was to teach regular class. In most cases this was a full-time job. There were no other duties in which a majority of teaching vice-principals said they held *major* responsibility or shared *equal* responsibility with their principals. A majority of teaching vice-principals reported some responsibility for the following duties:

1. To attend faculty meetings
2. To select books, periodicals, and instructional materials
3. To assist substitute teachers
4. To supervise pupils' conduct outside rooms
5. To confer with parents about pupils
6. To excuse pupils from class

Of the six duties listed above, the first five activities were usually performed also by teachers. Only the last duty, "to excuse pupils from class," might be considered above a teacher's level.

From the data, the conclusion might be drawn that teaching vice-principals were mainly teachers responsible for regular classes. Their other assigned duties were usually similar to those given to classroom teachers. Until teaching vice-principals received some relief from their classroom duties, they could not reasonably be delegated responsibility for administrative and supervisory functions.

STUDENTS REPORT ON THEMSELVES

STUDENTS wrote their own first-semester reports of progress last year at Otis (Kansas) Rural High School, and parents were so enthusiastic that the process was repeated with trimmings, in the following semester, according to Principal Paul Kennedy. It all stemmed from a questionnaire circulated by Mr. Kennedy to parents. From their replies, it was plain parents wanted to know more about the actual learning going on in the classroom and how their children were doing—facts that they couldn't glean from the regular grade card listing of A, B, C, D, E, or F. So the first semester the school tried this: at the end of the 12-week period, each teacher devoted one class meeting to going over with students, in review fashion, the material that had been covered. Students then wrote their opinions as to how well they had learned the material. They also commented on their interest in the subject, how they expected to put to use what they had learned, and how they had liked or disliked the teaching method used, whether it involved films, trips, recitations, tests, records, or others. Students further added information they thought might interest their parents.

These student reports were turned into respective teachers who read them, and jotted down, on the same papers, any information they thought might be helpful to parents or students (these teacher-comments, by the way, were especially liked by parents who asked that ALL teachers make such comments). The papers were then turned into the office where each student's reports (about five was average for one student) were stapled together. They were mailed, along with a letter of explanation to the parents. The letter had space for parents to express their opinions of the new plan. Of the 87 sets of parents to whom letters were sent, 69 replied, asking that the process be repeated during the second semester. Accordingly, it was repeated, with this difference: each teacher added an individual report of each pupil's progress. "This meant a great deal of work for the teachers," says Mr. Kennedy, "but they felt that the real and intensified interest of the parents compensated for the extra time they had to spend on the reports."

Students did some extra writing on their reports for the second semester, too. Besides commenting on their classroom work, they added their opinions of extra-curricular activities in which they had taken part—individual class assemblies, lyceum numbers, music and speech festivals, athletics, intramural programs, dances, and the student council.

—From *Public Relations Leads for the Secondary-School Principal*.

Orientation and Administration in the Secondary School

MENNOW M. GUNKLE

I. ORIENTATION

ORIENTING, or adjusting, oneself to a new position is important in any field of endeavor. The new teacher, who not only belongs to the school system but to the community as well, needs a period of time to harmonize with both. It is essential to shorten the adjustment period. It is essential to furnish guidance during the adjustment period. The vocation of the teacher, as well as his happiness, must be considered.

Administrators realize that adjustment of the teacher is important and necessary. When administration at the college level¹ sees fit to aid in the adjustment of its new teaching personnel, then surely the secondary school, with an infinite number of intricacies, is in need of a form of service that will give aid to teachers who are facing the adolescent.

Demand for orientation, or induction, of new teachers into a school system is becoming more pronounced with increased enrollment and enlargement of the school plant. Adjustment of new or beginning teachers varies widely with the individual. It is, then, important that steps be taken to alleviate a painful "admission" period to a new situation. On this Reed² states,

It is now generally recognized that each individual on his journey from the cradle to the grave will meet some orientation problem each time that he passes from accustomed conditions, familiar acquaintances, and known requirements to a new situation, new human contacts, and unknown requirements.

From this brief statement an attempt will be made to broaden the outlook of an orientation program as well as propound some of the theory behind it. The topic of orientation must be significantly defined for all. Webster³ defines "orientation" as: "Adjustment to an ideal or a principle; determination or sense of one's position with relation to environment or to some particular person, thing, field of knowledge, etc." Funk and Wagnalls⁴ defines it as:

¹ B. Lamar Johnson, "The Induction of Faculty Members," Volume XVIII. *Problems of Faculty Personnel*, edited by John Dale Russell (Chicago, 1946), Pp. 26-33.

² Reed, Anna Y. *Guidance and Personnel Services in Education*. Ithaca, N. Y.: Cornell Press, 1944. P. 288.

³ Webster's *New International Dictionary*, Second Edition, unabridged, 1948, P. 1720.

⁴ Funk and Wagnalls, *New Standard Dictionary*, 1939, P. 1748.

Mennow M. Gunkle was formerly in the field of administration but now is a teacher of chemistry in the Thornton Township High School and Junior College, Harvey, Illinois.

"The act of correcting and making exact one's conception of an object, especially of determining one's own true position and relation in some matter. The act of adjustment to known facts or first principles." Good¹ defines orientation as:

(1) The act of determining one's course or position, whether actually, as in finding the direction of the compass in which to go, or figuratively, as in adjusting to a confusing situation or coming to an understanding of a problem; (2) determination of the relations of objects or data to one another; (3) capacity to estimate oneself correctly in the environment with reference to location, persons who should be recognized, and approximate time; (4) the process of making a person aware of such factors in his school environment as rules, traditions, and educational offerings, for the purpose of facilitating effective adaptation.

It can be seen from the above definitions that orientation deals with particular factual phases common to a new environment. The primary purpose of an orientation program, as derived from the definitions, "is to determine one's position with relation to the field of knowledge" and see if "the act of correcting and making exact one's conception of an object" is being carried out.

New and beginning teachers may be considered those who are starting in a particular system for the first time. It is not distinguished whether they are experienced or inexperienced. An induction period should be considered as that time of first contact with the employing official. Preferably, the induction period would be a period of concerted effort by the school officials to acquaint the prospects, *en masse*, with all phases of policy of the school.

II. ORIENTATION *vs.* ADMINISTRATIVE DEVELOPMENT

An adjustment period for the new teacher was not given much consideration in the early history of the school. The American secondary schools may be said to have had three historical periods of development. The first period which approximates the years 1635-1750¹ found the Latin Grammar School predominating. The first Latin Grammar School was known as the Boston Latin School and was established in 1635. It served mainly to further the education of sons of the wealthy. The courses followed were primarily Latin and Greek to prepare the boys for law, statesmanship, and the ministry. In these schools the teachers were given a great amount of authority over the pupils. Methods and procedures were autocratic.² Due to the size of the enrollment in the school, usually the headmaster, with one assistant, did the teaching, along with the flogging.³ In no sense of the word was there any administrative work carried on, and, as such, there could be no orientation of

¹Good, Carter V., Editor. *Dictionary of Education*. New York: McGraw-Hill Company, Inc. 1945. P. 283.

²Edmondson, J. B.; Roemer, Joseph; and Bacon, Francis. *The Administration of The Modern Secondary School*. New York: Macmillan. 1948. P. 4.

³Jacobson, Paul, B.; Reavis, William C.; and Logsdon, James D. *Duties of School Principals*. New York: 1950. P. 46.

⁴F. C. Ensign, "Evolution of The High School Principals," *School Review*, XXXI (March, 1923), 187.

the new teacher to the various problems in the school. He was given the job and flogging was one of his merits.

The second historical period was approximately 1750-1825.⁴ This period saw the evolution of the academy. Franklin's Academy at Philadelphia was established by Benjamin Franklin and brought the secondary school closer to the practical side of the training as it involved trades for boys. This was a tuition school. Franklin's Academy later became the University of Pennsylvania.⁵ In the academy there was a breaking away from the traditional textbook learning to that of the "learning by doing" method. Naturally there was involved some sort of supervision but in an autocratic sense. This start of rudimentary supervision called for the most rudimentary form of administration, as some decisions would necessarily have to be made and some procedure followed, but not in the sense of administration today.⁶ Rudimentary supervision merely called for some one who knew something about the subject to be taught. There was, as yet, no thought of making the program an articulate organization. About the only orientation provided in these first two periods of school history was provided by the church and home-town officials—that of trying to make a saint of the teacher along with being a strict disciplinarian.

From approximately 1825 to the present, we see the secondary school, commonly called the high school, developing as we know it. In 1821 the first free high school opened and was known as the English Classical School; three years later it became known as the English High School.⁷ From this time on the high school has developed as a school for all youth. Administrative practice began when a teacher, designated as the principal teacher of the school, was given enough authority to carry out a formulated plan. With this authority the principal called teachers together for group meetings where he would either explain his policies or reprimand the faculty, singly or as a whole. Thus, unknowingly, orientation may be said to have started during this third period of secondary-school history.

Throughout the period of history, the secondary schools have not had an easy time. Court cases arose now and then, among which was the famous Kalamazoo case of 1874,⁸ whose decision was in favor of public education and established the secondary school. During crises of this nature the teacher was orientated to the public. The consciousness of public opinion became evident and the means to combat situations of this nature led us to the public relations idea.

⁴Edmondson, *op. cit.*, P. 5.

⁵Ibid., P. 7.

⁶Yeager, William A. *Home-School-Community Relations*. Pittsburgh: University of Pittsburgh, 1939. Pp. 42-43.

⁷Edmondson, *op. cit.*, P. 7.

⁸Russell, John Dale; and Judd, Charles H. *The American Educational System*. Cambridge, Mass.: Harvard University, 1940. Pp. 40-41. (Refer to, *Stuart et al. v. School District No. 1 of the village of Kalamazoo, 30 Michigan 69*)

In 1827 Massachusetts became the first state to legalize the tax-supported high school. However, since the year 1900 the secondary school has been firmly established, and, along with undergoing several periods of reorganization, there have been fundamental administrative practices set up. These practices include orientation of some kind, whether specifically designated so or not.

During the past sixty years as rural life changed to urban life, there have also been changes in the secondary-school functions and aims, brought about by industrial and economic influences.⁸ The home, which is still the first school, has now taken faith in the public schools so that more and more of the functions of the home and community life are looked for from our public institutions. Schools have transformed from giving instruction to a select few pupils to instructing the majority and, with the increase in numbers of pupils, a re-adjustment of the school program was a necessity. Along with this change, administrative responsibilities became greater. This necessitated calling on the aid of competent teachers in fulfilling plans and policies to be carried out. The adjustment of the teachers to any new policies or plans was a duty that required skill and tact on the part of the administrator.

Mass education, however, has not lowered the aims of education. The functions have inevitably increased. Those in the profession hold high the Cardinal Principles and the Socio-Economic Goals of education. We must, however, be alert and mindful of the changing conditions and meet them as the demand arises. It is in this period of educational history that the administrator has developed as a delegate, or chief executive officer, of the board of education, who, in turn, is the representative body of the populace. It is in the last twenty years that the wise administrator has found that his job requires the aid of his staff. His staff is as wise and as competent as his capabilities permit.

Early concepts of guidance for pupils were not well defined and accomplishments in this field were in the most rudimentary form. The administrator had to delegate his ideals and principles to teachers in order to carry out his program. This meant orientation. The early principal usually took the initiative himself to administer the program if there was any, and many times reluctance on the part of the board of education hindered the program of a well-meaning administrator. The program of guidance of both teachers and pupils in recent years has been more effective in that specialized undertakings have been developed. A change in attitude of boards of education has also been brought about by a guidance program directed solely for the benefit of schools, through efforts of schoolmen, for the betterment of educational policies. Services in the schools now are not looked upon as an administrative job to be accomplished by the administrator alone. Teachers must also enter into the field.

⁸Edmondson, *op. cit.*, pp. 26-42.

Guidance in a school system is any effective service that may benefit either student or teacher. It is the responsibility of the administrator to set in motion an effective guidance and counseling program enveloping pupils and personnel. Various types of guidance include discipline, socialization, vocational, occupational, conduct, public relations, human relations, educational, athletic, etc. Counseling cares for the best advisement, from an appointed supervisor, that can be given. Preparation of students in mastering the fundamentals of education, both for present and future use, is a goal.¹⁰

The secondary school is in a unique position and places it open to criticism from the entire community. Usually the secondary-school building is a more expensive structure and is separate from the elementary school; consequently, the general public expects to nurture this building in some form or other. Too, the students of more mature age are closer to the public mind; their opinions are given some weight. It is here that, perhaps, the secondary school can be in good grace or poor. Since the student body represents a cross section of the population, it is, literally speaking, the pulse of the locality. The relation, then, of students, public, and teachers, must seek an optimum of interdependence that will be a benefit to all.

State concern¹¹ of the secondary schools, as well as the elementary, is shown by the fact that the state controls the powers of boards of education.¹² Teacher qualifications, curriculum content, types of schools, and minimum essentials are state functions. Generally, state laws prohibit teachers to administer bodily harm to students. This means teacher orientation and adjustment to the psychology of behavior, in which the administrator must be a leader.

Boards of education, since approximately 1935, have largely left supervision and administration of the schools in the hands of local superintendents and principals whose responsibility it is to meet the requirements of populace and state.¹³ Along with this, administrators are responsible for the human relations that exist in his school and it is he who must give impetus to a relations program. It is up to the administrator to operate the school to the best of his ability, which must also embody a progressive educational program.¹⁴

Organization of a school system is the outcome of distinguishing qualities of the administrator whose plans and approaches were not altogether without fault but who is now, more and more, bringing in democratic practices in behalf of all concerned—pupils, teachers, public. Administrators must now have a clearer perception of the numerous duties demanded and be able to distinguish between those that can be delegated and those that cannot. How-

¹⁰Jacobson, *op. cit.*, pp. 117-148.

¹¹Yeager, *op. cit.*, pp. 823-28.

¹²Cooke, Dennis H.; Harmon, Ray L.; and Proctor, Arthur M. *Principles of School Administration*. Nashville: Cumberland Education Service. 1938. Pp. 363-75.

¹³Fred Engelhardt, William H. Ziegel, and Roy O. Billet, "Administration and Supervision," Monograph No. 11, *National Survey of Education*, Bulletin No. 17 (1932). Pp. 124-37.

¹⁴Goetting, M. L. *Teaching in The Secondary School*. New York: Prentice Hall. 1942. P. 805.

ever, there are certain policies that are governed by boards of education and the state; these must be considered. The superintendent, as the executive officer of the board, is directly responsible for all personnel under him. In organizing the system the superintendent must have foresight in setting up the instrument of organization.¹⁶

The autocratic administrator is rapidly disappearing although there are still some "hangers on." Also the *laissez-faire* type can, by now, or should, see himself falling behind the times. With the conscious democratic ideals so prevalent today, the administrator who proceeds by taking the teaching personnel democratically into service¹⁷ realizes good co-operation, high morale, and progress in his educational program, if, teachers know that they are also supported in their undertakings. The fact that the superintendent is responsible for the policies set forth should not be lost sight of in group work.¹⁸

III. ADMINISTRATION *vs.* BEGINNING TEACHERS

Since the first contact a teacher has with the prospective position is the site and appearance of the school as he approaches the building to keep an appointment for an interview, cleanliness of campus and an attractive building are important. Inside the building there should be an air of dignity—this is inviting; in the office there should be a courteous reception from the clerk—personnel training by the administrator—so that there is only a remote chance that a lasting unwholesome impression will result which would put the prospect on the defense. The impressions obtained from the superintendent or principal, the building, and the office help to condition the applicant for the present and the future. An administrator who is "cold," is unable to smile, is unable to start the conversation, waits for the applicant to make an entry, or has incompetent office personnel when dealing with the public surely promotes no fascinating outlook as a future employer of an anxious prospect.¹⁹

Assuming the prospect academically equipped, administration has the important problem of choosing a teacher that is himself socially and mentally fit. High scholastic standing has proven not to be the only, or necessary, feature of equipment. An individual who cannot adjust himself easily may be one who cannot exercise tolerance and patience that is required in working with young people. Book judgment (standards) and social judgment (decision for a problem), at times, are distances apart. It is true that standards must be set up and an attempt to meet these demands striven for; but, in the field of education, there must also be flexibility that does not deny the socialization of character just to meet the set standards.

¹⁶Koos, Leonard V.; Hughes, James M.; Hutson, Percival W.; and Reavis, William C. *Administering The Secondary School*. New York: American Book Co. 1940. Pp. 286-89.

¹⁷George W. Ebey, "Simple Truths," *The School Bulletin*, XXXVI (Portland, Oregon, January, 1951), p. 2.

¹⁸Jacobson, *op cit.*, pp. 29-55.

¹⁹Koos, *op cit.*, pp. 344-45.

The relationship between teacher and child far overshadows any method of instruction, nor can any method change the heart of the teacher. You teach far more than is in any textbook. The teacher who has forgotten his or her own feelings as an elementary-school child has passed the height of her value, even though she be the most skillful of technicians.²⁰

Adults, as teachers, who strive to find the written rule for this offense or for that demeanor without taking the human element into consideration present a problem for the administrator as well as for the student body as a whole.²¹ It is impossible to recognize, in a prospective teacher or any person, as a matter of fact, what kind of judgment, mature or immature, will be used in various situations which arise. A testing device has not yet been perfected that will give a clear picture of judgment²² because the personal conflict, or mental set, that may be present in the true problem, whether pleasant or unpleasant, is not confronted in the test. A personal interview grants the administrator contact with the prospect, but this privilege cannot probe the mental makeup of the aspirant. Neither can the aspirant probe the mental makeup of the employer.

Personnel administration²³ is not a new item but a neglected one. The approach to the problem deals not only with employment and placement, in-service education, tenure, salaries and salary schedules, promotion, and retirement, but with morale and emotions, judgment and maturity. The very nature of our educational organization with its numerous concepts of what constitutes education increases the personal problems to one of great proportions. One administrator cannot possibly know all the answers nor impart his limited time from the duty of effecting better instruction to follow up the varied personnel cases.

Formerly, when differences of opinion between administration and teachers clashed, the problem was usually concluded by not renewing the contract of the employee for the following year. Today this is no longer the solution nor is it desirable even when tenure rights are misinterpreted.²⁴ It was not the solution before but was a way out when individuals were not the strictly conforming type. The problem now calls for a specialist equipped to do the job philosophically and psychologically, who can deal with the emotion of adjustment. This means that ideas must be transferred and progressive steps taken in light of the information obtained.

Communication can take place only where human values are held to the forefront. Communication is one of the most necessary and one of the least achieved skills in administration. It is especially of great significance in educational administration—since

²⁰Edwin C. Clark, "Teacher Induction," *American School Board Journal*, CVIII (May, 1944), 45-46.

²¹Wickman, E. K. *Children's Behavior and Teachers' Attitudes*. New York: Commonwealth Fund. Pp. 186-53.

²²Gates, A. I.; Jersild, Arthur T.; McConnell, T. H.; and Chailman, Robert C. *Educational Psychology*. New York: Macmillan. 1942.

²³Theodore L. Reller, "More Adequate Personnel Administration," *American School Board Journal*, CXXI (August, 1960), 13-15.

²⁴Cooke, *op. cit.*, pp. 359-60.

the basic purpose of the educational enterprise is the advancement of human values. Unless men are free to communicate, there is little likelihood that a high order of administration has been or can be attained.²⁵

To be well-adjusted must also be accompanied by a feeling of belonging. There must be adequate opportunities open to enjoy groups where impressions and expressions—the transfer of ideas and ideals—can take place. Administrators are conscious of this in the field of education, as well as personnel directors in other fields of endeavor. The administrators in education are, however, not too vociferous about it. Their problem is precarious concerning this situation and the conscientious effort they exert in trying to select mature personnel must be commended.

There come new teachers into every school system, with experience and without, who must make new adjustments. In-coming teachers may have self-confidence and poise, but there is present a degree of uncertainty as to procedures, policies, tendencies, and standard practices desired by the administrator. This, in turn, applies to in-coming new administrators. Teachers have varied and numerous questions which they would like to have answered, and the administrator should welcome every opportunity to answer many of the inquiries before a contract is approved. On this point Godwin states, "We go over the provisions of the contract with some care before the teacher is given the opportunity to sign."²⁶

If it were convenient to hold a meeting for chosen prospects, out of the school season, an open discussion could be held with the prospects present, and, after a thorough open panel on all types of questions, an understanding could be reached that would have lasting good effects.

It is quite as reasonable for the applicant to ask questions as it is for the employing official to ask them. Sometimes teachers are timid about making inquiries, and we have found it worth while to invite them to do so.²⁷

Thus, harmony would tend to prevail if prospects were employed under these conditions because understanding promotes harmony and common goals. Booth,²⁸ in her topic on the beginning teacher states that: "An informal discussion tends to break down the barriers of strangeness, to dissipate uncertainties, and to lessen the confusions which beset the beginning teacher and which interfere with his satisfaction and efficiency."

The practice of holding group meeting for the prospects is possible if completely planned; this would include lodging if they are called together after the close of the school year. Here lies an opportunity for the administrator to inaugurate a program of orientation and guidance concerning the school

²⁵Reller, *op. cit.*, pp. 18-15.

²⁶W. R. Godwin, "Inducting New Teachers in to the Faculty," *American School Board Journal*, CXXIX (August, 1949), 47.

²⁷*Ibid.*

²⁸Miriam B. Booth, "Helping the Beginning Teacher," *Educational Administration and Supervision*, XXXI (January, 1945), 51-60.

and community. Mimeographed sheets dealing with the policy and philosophy of the system could be distributed to the teachers beforehand, whether few or many. The point here would be to give "seeds" for questions from the group. Perhaps a copy form of the contract should be in the prospects hand before arriving for the open panel. From only a few items to draw on, the administrator would soon have a very "lively" discussion about the school. Teachers will discuss the school and its policies whether they discuss its problems or not. Also, distributing a few points of interest at intervals of time seems desirable rather than to give an accumulated amount of material at the opening of school. One reason for this is that teachers will do more reflective thinking on the fewer items when there is no pressure or strain due to immediate work at hand.

The gathering of the new group, if a pre-school meeting is not held for prospective new personnel, can be held a few days prior to the opening of school in the fall with contracts already approved if the spring gathering is inconvenient. Thus, if the teacher has not individually taken the articles of agreement and spent time with them so that he understands the provisions and is able to ask pertinent questions of any nature concerning the school, he should have the opportunity to do so at a time before school gets underway at the pre-school meeting for the *new group*.²⁹ Any misunderstanding would then be corrected. Edmondson³⁰ comments on pre-school conferences thus:

Unfortunately many schools open on a selected Monday without any preliminary conferences. It is not surprising that some beginning teachers look back to the first week of school with the feeling that they passed through a nerve-racking experience which they hope they will never have to repeat. When new teachers have this feeling, it is an indictment of the administrator.

In the effective adjustment of new teachers to the school and the community, the school administrator also has an unusual opportunity to protect the interests of pupils because unhappy and disgruntled teachers are never good persons to place in charge of pupils. Effective adjustment of teachers will also decrease teacher turnover and will improve morale.

It is believed that administrators have been at fault in neglecting a round-table discussion for in-coming personnel, and that they have accepted the chronological age and appearance of the applicant as a sufficient determinant of maturity. Ebby³¹ has this to say in connection with the adjusted person:

That in any organization there is no substitute for competent, happily adjusted personnel is a basic principle upon which executives will agree—whether they be in industry, the armed forces, public school systems, or other types of organizations.

²⁹Cooke, *op. cit.*, p. 383.

³⁰J. B. Edmondson, "Assisting The New Teacher," *Bulletin of the National Association of Secondary School Principals*, XXIX (January, 1945), 39-40.

³¹George W. Ebey, "How Portland Greets Its New Teachers," *Nation's Schools*, XLII (December, 1948), 28-30.

IV. DEMANDS OF THE ADMINISTRATOR

Demands made of the administrator can be categorized into administrative, supervisory, and managerial duties. His background and ableness will be put to task in defining such duties, and the giving of his time and service to each calls for organizational capabilities. Professionally he is always growing; he cannot become mentally or physically stagnant to be successful in his position. The locality in which he works will also provide a challenge for his ingenuity as a co-ordinator reflecting modern school policies and practices.

Better instruction is the first prerequisite of the principal, but, without an adequate school plan,³² the teaching of pupils cannot be carried on satisfactorily in large numbers. Ideal situations concerning the plant, personnel, and school population are fine, if they are at hand, but plant facilities may not be up to par with the increase in school population, yet the administrator is responsible for the utilization and organization of the building to meet the conditions as they are found to exist when the need arises. Keeping in mind that the pupils must be provided with safety,³³ health, and comfort, the administrator may well have a problem confronting him in utilizing and protecting the building. The problem of overcrowded classes may have a demoralizing effect on teaching personnel and the administrator bears the brunt of this situation. Guidance programs can aid the administrator in instilling respect for property, rights of others, and fair play throughout the school population including teachers. He must use the utmost tact in dealing with all his personnel to bring about the morale that the building utilization program needs. This involves a guidance program that is carried beyond the students. Teachers, of necessity, must become involved.³⁴

A principal or superintendent must be able to converse intelligently about his work either with individuals or with groups. Interpretation of the school program is of great importance if he is to win public support on undertakings he might wish to instill. Policies of the board of education and the school should be constantly in the public³⁵ mind. The public must not be allowed to forget principles for which the school stands, then suddenly be reminded of those principles in order to favor some point of endeavor the administrator wishes to achieve. This practice, it is felt, deals both personnel and public a blow rather than continued policy. It may not serve as a cushion that might be needed to promote an ideal.³⁶ In the community, however large or small, the administrator can ill afford to let his relations with the population of the locality fall by the wayside. The aims and objectives of the school program

³²Morris S. Wallace, "Problem Experienced By 136 New Teachers During Their Induction Into Service," *North Central Association Quarterly*, XXV (January, 1951), 295.

³³Jacobson, *op cit.* p. 661.

³⁴P. W. Harnly, "Improving Instruction Through In-Service Education of Teachers," *North Central Association Quarterly*, (October, 1945), 178-79.

³⁵Jacobson, *op cit.* pp. 696-725.

³⁶Yeager, *op cit.* p. 428.

must be kept before the public, and public confidence gained if the administrator is to succeed in modernizing his program.

The interpretation of the school, as a whole, can be brought about through many agencies within the school itself. One of the best is through the student body because pupil reaction in school is greatly reflected in the home. It is the duty of the school to develop happy pupils. Parents know whether a child is successfully adjusted to school life or not. The teacher is in a position which spells like or dislike for the school, and the administrator must have at hand information concerning personnel in these positions. The school personnel, both faculty and maintenance, and the pupils should not be overlooked as interpretive agents for school programs. A human relations program, of course, needs planning. It is the responsibility of the administrator to know that any question about the school is rightly interpreted to the public. Using the school as a center for afternoon and evening activity gives the administrator another means of setting straight the course of the school in the locality.

The alert administrator has contacts with community and service organizations that are looking forward to further improvement in living, as an overall social group. These organizations have as their aim justice and prudence. On the other hand, there are the imposing groups,³⁷ which are usually in small minority. If the administrator knows his community, he can usually anticipate the actions, or obtain knowledge of an on-coming disagreeable episode of these minorities and plan to allay an arising situation. There is always a need for practicing and expanding an educational program, and, along with this, public sentiment must be carried.³⁸ Again, of necessity, teachers are involved.

It is conceded that all teachers, both experienced and inexperienced, but especially inexperienced, are in need of supervisory assistance to attain a high level of professional development.³⁹ Just as the graduated medical school student must serve an internship where he practices his knowledge under expert supervision of the professional doctor so must the beginning teacher have access to expert supervisory service for his initiation into the field of teaching. From evidence obtained it is believed that a large percentage of beginning teachers are not receiving benefits of experienced supervisors.⁴⁰ When the administrator evades his professional duties, the whole structure of the institution is jeopardized. To be successful he cannot forsake those who depend on him for guidance and counseling. The administrator must be a pillar of strength, especially to the classroom teacher. Administrators must not forget the significance of the classroom. Administrators cannot forget the significance of the school itself.

³⁷Jacobson, *op. cit.*, pp. 718-21.

³⁸Yeager, *op. cit.*, pp. 37-66.

³⁹Jacobson, *op. cit.*, pp. 489-517.

⁴⁰P. M. Ball, "Do Teachers Receive The Kind of Supervision They Desire," *Journal of Educational Research*, XL (May, 1947), 718-16.

Well-planned school programs ultimately find success in bringing about high levels of attainment which meet a majority of needs for the student population. The organized system merits high professionalism of administration, supervision, and of teachers. Thus, the administrator plans to the best of his ability. His time, if not properly allocated to his duties, may be taken up with numerous activities so that none is left for the carrying out of educational projects. Here again, the ingenuity of delegation in administrative, supervisory, and organizational duties plays an important part. Leadership must be objectively planned to accomplish the ultimate goal. That goal is betterment of instruction. The goal involves teachers.

Supervision is, then, more than merely visiting classrooms and holding conferences. Visitations are necessary in the diagnostic stages of the teacher in action and information obtained should function in the carrying out of a remedial program for improving teaching. Classroom visits should be planned between teacher and administrator. Information obtained should be recorded and organized so that administration of various helpful techniques can be explained at a future date to the teacher clearly and precisely, with reasons for taking such procedure. The meetings, conferences, or visits certainly should be of some profit to teachers.⁴¹

Here it might be added that the pre-tenure period of the teacher is an interval where the administrator in charge of personnel seeks to develop and bring the prospect to a level of efficiency that will insure success. This is not a period to be looked upon in which the teacher develops strictly by himself. If the prospect is worth keeping the full pre-tenure period, he is worth consideration as a permanent teacher.

A need for practicing and expanding teacher training while in service is becoming greater. New teachers, and especially beginners, must be brought to a higher level of efficiency⁴² in a shorter period of time.⁴³ In order to grow in the problems of the school it is necessary that teachers become involved in and study the situations at hand. Supervision must take part in and provide the initiative in conducting conferences that give aid in all departments of school work. There has been, then, the necessary developmental relationship between administration and teachers called orientation. Continued democratic relations must be further developed. The limits of the orientation program has, by no means, been reached.

⁴¹Barr, A. S., and Burton, W. H., *The Supervision of Instruction*. New York: Appleton. 1926. Pp. 141-84.

⁴²P. W. Harnly, "Improving Instruction Through In-Service Education of Teachers," *North Central Association Quarterly*, (October, 1946), pp. 178-79.

⁴³M. M. Gunkle, "Teacher Orientation In Selected High Schools of Cook County, Illinois," *North Central Association Quarterly*, (January, 1953), pp. 318-28.

Orientation of the Newly Appointed Teacher

KATHRYN A. MITCHELL

INTRODUCTION

MANY of the problems confronting the newly appointed teacher can, and should be minimized by well-defined, well-organized, supervisory practices. Perhaps at no time in his career does the teacher need as much understanding, sympathetic consideration, encouragement, and guidance as when he is standing on the threshold of his chosen career. A future of happiness and success should be his.

Unquestionably, the period of orientation is a most propitious time for the pursuance of a well-defined program of personnel work. The optimum growth of the teacher may be contingent upon this crucial period when habits and attitudes are being formulated. The teacher brings much more to his work than his methods of teaching; it is the teacher's total self that must be held intact if there is to be fruition of potentialities. From the time of appointment, the teacher should be spared wasteful trial and error methods. Frustrations and lack of security can easily undermine capabilities, initiative, and enthusiasm.

Educators may well glance at industry's costly orientation programs designed for the assurance of efficiency and productivity. Return on investment is gained only when maximum proficiency is realized. So, too, with the schools, fair return on expenditure is forthcoming only upon the arrival of the teacher at the peak of maximum proficiency.

An administrative staff is charged with the responsibility for providing the organization, facilities, and leadership that will assure good teaching and growth in service. The practice of saddling upon the new teacher behavior problems, the barest of rooms, inadequate and poor supplies is not conducive to success.

Whether the teacher emerges from an accredited teachers' college, with no previous experience, or from another community, there is need for an organized orientation program, the type and length of time being dependent upon the specific situation. A *laissez-faire* program is one to be discouraged. Orientation is most essential, and yet most difficult. The heterogeneity of the

Kathryn A. Mitchell is a member of the Washington School faculty, Trenton, New Jersey. Permission to reprint this article has been granted by the President of the New Jersey Secondary-School Teachers Association, Marie Maurel, and the Editor of the Association's 1954 Yearbook, Michael McGreal. This article appeared as Chapter II in the 1954 Yearbook, *The Teacher Looks at Supervision*.

group and the differentiation in needs and interests necessitate an individualized program. Some teachers with previous experience in the community and school system require little orientation, while those strangers to the community require a great deal of assistance. Need is the determining factor. The intrinsic value of an orientation program is dependent upon the optimum co-operation and participation of administrative staff, teachers, professional organizations, parents, and community.

The situation now prevailing in New Jersey warrants more than ever a justifiable concern for the personal and professional growth of teachers. The New Jersey Education Association reports that the existing teacher shortage necessitates the employing of teachers previously deemed inadequately prepared for certification. It is stated that one teacher in every nine fails to meet normal standards for teacher preparation, and one in seventeen does not even approach the basic requirements for a license to teach in the state.

The realization of the importance of an adequate orientation program prompted the committee's gathering together information pertaining to practices now being pursued in the state. Replies from twenty-five communities were perused and significant findings noted. Practices appearing in this article were gleaned from these replies.

PREVAILING PRACTICES IN NEW JERSEY

Before Appointment

A personal interview of applicant with the superintendent or director of personnel seems common practice. Morristown was the only system reporting the practice of an interview with the high-school principal, vice-principal, and department head in addition to the superintendent. It seems that a wider use of this practice would have decided advantages. A teacher's familiarity with advantages and disadvantages of a situation might forestall future disillusionment and dissatisfaction. Practice shows that an interview usually discloses the following:

- Philosophy of the school system
- Philosophy of the particular school
- An idea of the school population
- Housing possibilities
- Living costs
- Significant social factors
- Complexity of staff

After Appointment

Letter of Welcome—This is a practice often neglected, and yet so valuable in establishing rapport between applicant and those presently employed in the teaching situation. A friendly expression can do so much to allay the fears and qualms of the new appointee. Those reported as responsible for the issu-

ance of letters are: superintendent, principal, president of local teachers' association, "big sister" or "big brother."

Visit to School—Before the closing of school in June, most principals invite the newly appointed teachers to spend a day in the school, in order that they may become familiar with the new assignment, meet co-workers, and see the school in action. At such meeting, principal or supervisory officer reportedly discuss:

- School philosophy
- School practices
- Promotion policy
- Printed materials regarding regulations
- Textbooks and courses of study applicable to position
- Materials, supplies, and services available for teachers' use
- Report cards and records
- Pupil accounting
- Assignments of school personnel

In some cases experienced teachers teaching in the same field are observed. In general, the newly appointed teacher is given an overview of the area in which he is to work. When visitation by the new teacher is impossible, Elizabeth school district sends a kit of materials including manuals, textbooks, suggested courses of study, etc.

Assistance with Housing—For the out-of-town teacher, housing can be a major problem. Replies indicate that most communities are cognizant of the fact and have accepted the responsibility for aiding the teacher in his quest. Those reported as assuming the responsibility are:

- Superintendent
- Principals
- Representative of Council of Local Teachers' Club in building to which teacher is assigned
- Committee from Teachers' Association to whom new teachers are referred
- Parent organizations
- Chamber of Commerce

New Brunswick reports the organizing of a Housing Committee chosen from the membership of the association, which co-operates with the administration in the publication of suitable and available rooms or apartments.

Handbooks—Most communities report the use of some type of informational guide for new teachers, the content varying according to needs of the particular teacher group. In the handbooks of larger communities is found material applicable to all schools within the system. This type of handbook is invariably supplemented by a school brochure or manual in which is presented necessary details applicable to the particular situation.

Many of the secondary schools have also a printed student handbook which is very helpful to the teacher in gaining familiarity with school practices.

One interested in such a handbook will find the one published by the students and teachers of Dunellen very satisfactory. There is available one for the elementary as well as the secondary school. *The Student Handbook of Ocean City High School* is another one worthy of perusal.

The responsibility for the preparation of handbooks is assumed by various groups, such as:

- Teachers working co-operatively with the administration
- Orientation committee of teachers and administration officer
- Committee comprised of first-year teachers
- Committee from local teachers' association
- Students and teachers working co-operatively on student handbook

The examination of handbooks reveals the fact that organization and format are essential considerations. Practically all have an index or table of contents but not all have page references. In some instances, page references are listed for general divisions, but not for sub-divisions. This necessitates examining the entire section—six to ten pages—in order to find a specific ruling. Grouping related items together under a main topic is not too common, yet highly desirable.

A Handbook for Teachers, prepared by a committee of teachers under the leadership of the assistant superintendent in charge of personnel and issued by the Board of Education of Newark, is one exemplifying good organization and complete coverage of necessary detail. The first page carries a very friendly and cordial greeting from the superintendent. The table of content shows sub-topics well grouped under major headings, with page reference for each. The following is a copy:

I. ADMINISTRATIVE ORGANIZATION AND SPECIAL SERVICES

- The Board of Education
- The Superintendent
- The Principal
- The Departmental Services

II. TEACHER PERSONNEL

- Duties and Responsibilities

- Attendance

- Hours

- Tardiness

- Time Book

- Absence

- Personal Illness

- Illness in the Family

- Death

- Marriage

- Religious Observance

- Quarantine

- Subpoena

- Examinations

- Vacation Months

- Furloughs
 - Ill Health
 - Marriage
 - Maternity Furloughs
 - Resignation
- Periodic Health Examination
- Basic Single Salary Schedule for Teachers (Schedule)
 - Salary Steps
 - Accredited Evening High Schools
 - Recognition of Advanced Preparation
 - Payments and Deductions
 - Employee's Statement of Earnings and Deductions

III. THE TEACHER IN THE CLASSROOM

- Planning
- Classroom Management
- Discipline
- Records
 - Attendance
 - Health
 - Pupil Progress
- Curriculum Publications
 - Bulletins for Kindergarten and Grades I-VI
 - Bulletins for Grades VII and VIII

IV. THE TEACHER AND PROFESSIONAL GROWTH

- Professional Improvement
- Orientation Program
- In-Service Education
- Teacher Rating
- Professional Associations
- Home and School Relations

An item found in most handbooks, although not in that of Newark, is a School Calendar. Bloomfield includes in its handbook several additional items; namely, map of Bloomfield with schools indicated, as well as local transportation information, and a brief statement of objectives of each school level. This over-all view has real values for all teachers.

Shipmates Abov, Come on Aboard—A Guide for Our New Teachers, prepared by a committee of the Local Teachers' Club in New Brunswick, is very unique. The title suggests the theme. Nautical terms are used as main headings and interesting stick-figure drawings apropos to the content are interspersed throughout. The informality of presentation has interesting appeal. The introduction is assuring and comforting for the beginner. "The Crew is glad you are aboard" is the first greeting, under which is: "We all had to go through boot training, but, with the help of the members of the crew and perhaps a seasick remedy or two, we lived to tell the tale. As the school year goes by and you become a hardy sailor, you will look back and laugh at the things that worry you now." The organization is clear-cut. The inclusion of

material on available recreational, cultural, and professional opportunities is most valuable. The handbook closes with a friendly "Now You're on Your Way, Good Luck to You."

A committee of teachers and administrators in Elizabeth have issued a handbook for beginning teachers, the format of which is unique. The vertical file arrangement makes for a very compact handbook, one that invites quick reference. Dr. Harry Adams, Superintendent of Schools in Elizabeth reports a committee's working on a *Welcome Teacher* booklet, which will contain information more personal than that given in the handbook of the Teachers' Association, such information as:

How to find a place to live

How to make social contacts and find friends

To whom to go in case of personal problem or unexpected developments

A set of suggestions for the central administrative officer to follow in regard to introductory meetings, social affairs, pre-school workshops

One interested in a teacher's manual for a particular school might profitably review that of the Rumson High School.

Meetings Previous to the Opening of School—Meetings held just prior to the opening of school have proved worth while in an orientation program. They have made it possible for teachers to meet staff members and people of the community, socially as well as professionally. Such practice tends toward the building of a feeling of security and belonging. The manifestation of civic interest is most wholesome. A glance at the practice prevailing at Fair Lawn shows the scheduling of meetings for two days previous to the opening of school. The schedule follows:

First Day

9:00 A.M. All new teachers report to the main office of the high school.

9:00-11:00 A.M. New teachers meet with the Orientation Committee in Room 206.

11:00-12:00 N. General faculty meeting.

12:00- 1:30 P.M. New teachers have luncheon with Orientation Committee. Seventh-grade teachers will report to the elementary schools for lunch.

1:30- 2:00 P.M. Tour of town for new teachers.

2:00- 2:45 P.M. General faculty meeting.

2:45 P.M. Meeting of all new teachers in Room 206.

Second Day

9:00-10:00 A.M. Coffee hour at the high school for all teachers in the district who are new to the system.

10:00-11:00 A.M. General meeting of all teachers in the school system.

11:00-12:00 N. All new teachers will work in the classrooms.

12:00- 1:30 P.M. Luncheon of all new teachers with the Committee.
1:30- 3:00 P.M. Meetings in the high school for old and new teachers.

In Millburn, the new teachers are called together two days prior to the faculty meeting scheduled for all teachers. This time is spent largely in acquainting the teachers with the community in which they will teach, their particular school, philosophy of education, certain routine procedures, and attempting to have the teachers feel at home before the regular meetings begin. The first session provides opportunity for the meeting of new teachers with the administrative staff. This is followed by luncheon at the Chanticler where teachers are the guests at the Rotary Club luncheon. After luncheon, the Rotary Club sponsors a tour of Millburn. Following this, the teachers are guests of Lord and Taylor's for a tour of the store, which, in turn, is followed by a tea. The second session is spent in school, meeting with principals, special teachers, and other staff members.

Somerville requires the new teachers to report two days before the arrival of students. Other teachers report one day before the beginning of classes. A general meeting is held in the morning for the new teacher, after which the local Chamber of Commerce takes the new teachers on a tour of the community and entertains them for luncheon. At this luncheon, these teachers are greeted by the various officials of the community and are made to feel at home in the neighborhood. In the afternoon the building principals hold group conferences with these new teachers.

Bloomfield also has new teachers report two days before the opening of school for a breakfast and general orientation to the Bloomfield program. This includes a bus trip through the community, followed by luncheon at the local Westinghouse plant.

Prior to the opening of school in Morristown, the newly appointed teachers are invited to a luncheon in the high school cafeteria. This luncheon is attended by the administration, the guidance department, and department heads. The purpose of the luncheon is largely social, designed for the acquaintance of new teachers with administration and with each other. Each teacher receives a kit containing a booklet describing Morristown, statistical information on Morristown community, a shopping guide, a map of the area, and historical information. Following the luncheon, the group is taken by chartered bus on a tour including the shopping area, parks, housing developments, residential areas, churches, library, theatres, utilities, airport, schools, and historical points of interest. This social session is followed by one in which the new teachers meet with department heads, and administration, at which time all school regulations, forms, and reports are discussed and questions answered. The next session is one at which all teachers assemble.

Many systems have programs exemplifying good practice. The above are examples of good administrative planning and community interest.

Meeting After the Opening of School—Some communities defer the socializing program until after the opening of school. The reception for new teachers at Lakewood, sponsored by the board of education is held shortly after the opening of school. It is in September that the teachers are the guests of the Rotary Club, and when the Parent-Teachers Association holds its first meeting welcoming new personnel. At Emerson High School, Union City, the Parent-Teachers Association holds an annual tea at which new teachers are introduced. The Teachers' Club in New Brunswick arranges a get-together in the early fall, usually in the form of an outdoor picnic. In South Orange and Maplewood, the local Teachers' Association arranges a tour of the community followed by a picnic. It also schedules an orientation meeting at which members of the teaching and administrative personnel discuss phases of the school program.

"Big Sister" or "Big Brother" Idea—In South Orange and Maplewood, principals appoint older members of the faculty to sponsor the new teachers during their orientation experience by planning for visiting days, conferences, etc. New Brunswick's local Teachers' Club has representatives from its Council in every building in order to help with any problem encountered by the newly appointed teacher.

Fair Lawn has a very systematic approach. The principals recommend faculty members who are asked to serve as sponsors for new teachers. They are teachers in the same school, teaching the same grade or subject area. The sponsors meet with the Orientation Committee, a sub-committee of the In-service Education Committee, for the purpose of being briefed in their function. The sponsors contact new teachers and offer assistance; they also guide the newcomer after his arrival in town. Much the same policy is used in Hamilton Township, Union City, Morristown, Jersey City, Rumson High School, and Ocean City High School.

SUMMARY

A review of the reports concerning orientation practices in New Jersey reveals the following:

1. Awareness of the intrinsic value to be derived from a well-organized program.
2. Importance of dynamic administrative leadership and co-operation.
3. Advisability of initiating the program even before the teacher's appointment—at the time of interview.
4. Types of activities conducive to the development of the teacher's feeling of security.
5. Necessity for the program being built upon the problems and needs of the new teacher.
6. Necessity for frequent evaluation of a program and changes made in accordance with such.
7. Growing interest of community agencies in teacher's adjustment and welfare.
8. Necessity for the provision of a handbook or brochure for the teacher's guidance.

9. Importance of the teacher's familiarity with the total school program, rather than with one small unit.

10. Attention directed toward the social as well as academic adjustment in a particular situation.

11. Growing interest and co-operation of all school personnel.

12. Inclusion of the orientation program as part of the in-service guidance.

The opinion expressed by Dr. M. W. Rowland, Superintendent of Schools in New Brunswick, seems sufficiently significant as a conclusion for this article.

The professional success and development of the new teacher is the joint responsibility of the principal, the superintendent, the teacher himself, and the community. His progress must not be the outcome of haphazard chance and of trial and error; it must be directed and aided through carefully planned procedures.

The finest appearing set-up on paper and the best looking organization may fall flat in practice. It is the spirit of the thing that counts. Some schools and faculties have a warmth toward the new teacher that is natural and unforced and pays immediate dividends. In others, there is an unintentional but disappointing aloofness or disregard. I believe the principal can do much to set the tone, but he needs help from all teachers.

JUNIOR HIGH SCHOOL CONFERENCE

LEADERS in labor, industry, communications, and youth and civic organizations participated in the twenty-eighth annual Junior High School Conference conducted by New York University's School of Education, March 18 and 19. The theme of the conference was *The Junior High School and Community Life*. Attending were junior highschool teachers and administrators from all sections of the country. Professor Earl R. Gabler, chairman of the department of secondary education at the NYU school, was chairman of the conference, which was held at the University's Washington Square Center.

A forum on "How We Can Work Together" formally opened the meeting. Dr. Forrest E. Long, professor of education at NYU, served as moderator of the session. Participating were Albert L. Ayars, director of the education department of Hill and Knowlton, Inc., public relations counselors; Solomon Barkin, director of research with the Textile Workers Union, C. I. O.; George Corwin of the National Board, Young Men's Christian Association; Jacob Jacowitz, education editor of the *New York World-Telegram and Sun*; A. H. Lauchner, principal of Great Neck Junior High School; Pliny Power, deputy chief scout executive, Boy Scouts of America; Robert Saudek, director Television and Radio Workshop, Ford Foundation; and Evelyn Schlaifer of the Board of Directors, New York State Citizens Committee for the Public Schools, Inc.

Work groups, met in the School of Education Building and discussed such topics as: integration of summer camp activities with the junior high-school program; the mutual concern of the junior high school in radio and television in the education of youth; the comics as instruments of delinquency or education; attaining moral values through the co-operation of junior high school and religious education; the joint responsibility of business, industry, and the junior high school for youth education; and the mutual concern of the press and the junior high school for education in a free society.

In-Service Growth Programs for High-School Supervisors

W. H. MARSHALL

WHEN the Florida Minimum Foundation Program was passed in 1947, the importance of in-service education was recognized in providing an extra month for in-service training for all personnel. The role of local leadership in the development of this in-service program was also recognized in providing that a general supervisor must be employed for twelve months each year and that this person must have had five years of successful experience, including teaching and/or administrative and supervisory responsibility, a Master's degree or above, and be certificated in elementary- and secondary-school administration and supervision. In order to help the county supervisors do a better job, the State Department of Education performs the following services:

1. *Pre-orientation of new supervisors*—Each year the State Department of Education has a week's meeting for all new supervisors to acquaint them with:
 - a. The State Department of Education and its services
 - b. An over-view of the work of the supervisors
 - c. Better practices in education
 - d. The Florida school program
2. *Annual supervisors' conference*—Each year the State Department of Education sponsors a three-day meeting for all supervisors. The purpose of this conference is to inspire and keep supervisors posted on the latest developments in research and in the techniques of supervision. It also gives the supervisors an opportunity to share with each other.
3. *Informal meetings of supervisors*—From time to time during the year the field staff calls together supervisors from several adjoining counties for the purpose of discussing current problems.
4. Supervisors are also invited to become members of:
 - a. The Florida Council on Secondary Education
 - b. The Teacher Education Advisory Council
 - c. The Florida Council on Elementary Education
5. *The Supervisory News Bulletin* is published each month in order to keep supervisors posted on current happenings in education.
6. The State Department of Education publishes a bulletin four times a year called *The Florida School Bulletin*. This bulletin includes the latest materials

W. H. Marshall is General Consultant in Instruction in the State Department of Education, Tallahassee, Florida.

which are published for educators, school changes, Attorney-General rulings, and reports of conferences which have produced materials.

7. *Curriculum bulletins*—In the production of curriculum bulletins in Florida there is representation from all professional school groups, such as classroom teachers, principals, supervisors, and superintendents.

The staff of the State Department of Education has the following in-service program which helps them keep abreast of the happenings in education:

1. *Conferences*—Each September a five-day conference is set up for all professional members of the State Department of Education with an out-of-state consultant present. In this conference we examine our program, our way of work, and our services to the public school people.

2. *Staff meetings*—Each month we spend two days in staff meetings, one day as a division of instruction and the other day as members of the field services staff. In each of these meetings, we share our many problems and also the latest research.

3. *Materials*—Our departmental librarian and our director of field services from time to time send the departmental members reviews of the latest research and current happenings in education.

TEACHER TRAINING PROGRAM

TEMPLE University has announced an experimental program in teacher education which is intended to recruit candidates for preparation to teach in the secondary schools and to measure the relative effectiveness of an in-service training program compared to pre-service training. The plan provides that graduates of a group of co-operating liberal arts colleges will assume full responsibility as secondary-school teachers after spending only six weeks during the summer in an orientation program at Temple University. As beginning teachers, the students will have full responsibility and full status. However, each of them will become part of a team of three or four teachers who are jointly responsible for the education of three or four sections of pupils. Only one of the team members will lack professional preparation and experience. Teams will meet together for planning purposes twice a week.

One full-time supervisor will be assigned for each ten students. These supervisors will visit the students on the job and will conduct bi-weekly seminars. Supervisors will assign reading and other work designed to give the students professional training. The students will also meet on the university campus once a month for a three-hour symposium seminar which is intended to have cultural value.

Students will continue in the program for a period of three years, with constantly decreasing supervision and increasing time spent in content seminars. After three years, the students will be awarded the master of education degree. The program is intended as an experiment which will extend over five years. The project is supported by the Fund for the Advancement of Education of the Ford Foundation.

Stories for Substitutes

RUTH A. TURNBULL

A SUBSTITUTE is too often an onlooker who has been rushed in at the last minute to act as "teacher" to a strange group of students, and to react to their lessons which she knows little about. The respect given her by the class is, in part, relative to her understanding and supervision of the lesson.

If at all possible, the substitute teacher should be given an outline of the day's work. These lessons should be planned to help her to be an active part of the assignment. Because there is so little time for the substitute to go over prepared plans, the plans must be short, the supplies must be simple and convenient, and consideration must be given to ease of clean-up and storage. The presentation must be short and attractive to the many tastes within the class. A variety of colorful suggestions within the lesson can be very stimulating for alert and productive imaginations. Following are two lesson outlines, which are offered as suggestive of the type and brevity that such outlines might be. They were planned for substitutes in the art area.

EXAMPLE 1 OF A ONE-DAY LESSON

Supplies:

1. Newsprint paper, 12" x 18" (wet)
2. Large pan of water (for wetting newsprint)
3. Chalk
4. Newspapers

OR

1. White manila paper, 12" x 18" or 18" x 24"
2. Crayons (or payons or sketcho)
3. Newspapers

Lesson:

It was 1:00 o'clock on a warm afternoon. The windows were open into the inner court, and outside we could hear a blurred fluttering sound like many hummingbirds. No one looked until we all heard the flapping on the windows and then the classroom was quiet as it had never been before, for we were astonished by the presence of a fantastic thing. Glances were exchanged among us, but no words were spoken.

It was a strange little thing that had invaded our quiet room. It had an odd face with lopsided features and its head was shaped like an old clock. Its clothes were a fantasy of color and much like a foreign costume meant for a party or celebration.

Ruth Audrey Turnbull is an Art Teacher in the Franklin High School, Stockton, California.

He walked in somersaults, and to ease his tumbling, his feet were where his hands belonged. He dangled an odd time piece on a long chain and he kept looking at its jumbled numbers as though anxious to be on his way.

He held an irregular shaped package under his arm, and its weight stood him in an awkward position as he leered about the room as though searching for someone. His wings, which had made the commotion when he arrived, were cocked at a restless angle in a clumsy manner. His near-sightedness was very noticeable, for he used a glass to aid him in seeing all of our faces. After scanning the room carefully he gave a brief look of disappointment, shifted his parcel to the other arm, and somersaulted out the window.

For those who finish quickly you may interest them in drawing the contents of the parcel, the person for whom it was meant, or a view of where the little creature lives.

EXAMPLE 2 OF A ONE-DAY LESSON

Supplies:

1. Colored construction paper, 12" x 18" or 18" x 24"
2. Chalk
3. Newspapers

OR

1. White manila paper, 12" x 18" or 18" x 24"
2. Crayons (or payons or sketcho)
3. Newspapers

Lesson:

While unlocking the door this morning, I inserted the key into the opening, turned the key, and I heard the strangest sound coming from inside. I thought of course it was only from the need of oil, so I turned it again . . . it was almost a giggle. At any rate, I finally opened the door and came in. I wrote a note to the custodian to come up and oil it, and then, after sending the note to the office, I simply forgot it while I prepared for the day's lesson.

It was only fifteen minutes later that the custodian dropped in and inquired about the squeaky knob. He took out a long-pointed oil can, set it into the opening, and started pressing against the bottom. I could hear the oil squirting deep into the slot. Then there started an awful commotion inside the lock . . . it coughed, gurgled, and wheezed.

The custodian jerked out his screw driver, thrust it into the proper slots, and with an experienced twist, the entire lock section fell out into his hand. He held it up inquiringly, and then came to pass the strangest few minutes I have ever spent.

With a mass of oily bubbles preceding it, a small inhuman contraption crawled out of a narrow opening. It seemed to be a collection of old, worn-out, rusty parts. They fitted together in such a way that they formed a little mechanical lock-creature. It had the strangest combination of colors and patterns you could ever imagine.

Apparently he felt we had not been shocked enough by his appearance, for he began blurting out a long series of complaints. "It is easy to see," he said in his metallic voice, "that you have no respect for the rights and privacy of others." His squeaky jaws clanked together and rattled his further disapproval.

"This morning I was awakened by tickling. A long shaft of steel was held against my stomach, not once, but twice, and it was turned on purpose to make me reveal myself. This was not enough. You followed it now with a gusher of oil, forced full into my face." At this, there came a surge of tears from his screw-head

eyes and the rusty tears flowed quickly down his oily face, slithered over the door handle stomach, and, finally dropped off the ends of his key-hole shoes.

With the storm of water still flowing from his eyes, he finished his oral anger, "If it weren't for your oil, I could have cried myself a whole new body by rusting out your entire lock. I would have had a new shiny brass outfit with a lining of solid rust. You have just ruined my whole new wardrobe." With a last surge of violent emotion, he sprang from the custodian's hand, landed with a harsh thud on the floor, and rolled his way around the corner and down the hall.

The custodian stood there blankly, then slowly took out his handkerchief and wiped off his wet, rust-covered palm, took his mop to the wet trail leading down the hall, and walked off quietly around the corner. I started back into the room, but slipped a little on a spot of oil near the door.

For those who finish quickly, you may suggest that they look around the room for metal handles, screws, fixtures, door stops, and other hardware or things in their pockets and purses, and make these into a strange mechanical creature.

HIGH SCHOOL SECRET SOCIETIES

THE Board of Education of the West Hartford, Connecticut, Public Schools, Edmund H. Thorne, Supt., passed the following resolution in 1947 concerning sororities and fraternities:

"5. Sororities, Fraternities, and Other Secret Societies

No sororities, fraternities, or other secret societies are sanctioned by the school authorities of West Hartford.

"Since secret organizations are formed and conducted outside of our school properties and outside of school hours, the Board of Education has no legal jurisdiction over them, and, consequently, must disclaim all responsibility for whatever evil effects may be thought to result from them.

"Because fraternities, sororities, and other secret societies are undemocratic and prejudicial to the best interests of the schools, no such group shall be recognized or encouraged in any way. No staff member may act as adviser in any capacity for any such group. Furthermore, any activities sponsored or promoted by fraternities, sororities, or other secret societies on school premises and/or during school hours are strictly forbidden. Students participating in such activities shall be suspended from school by the principal.

"Parents and guardians have in their hands the power to prevent their children from becoming members of these societies."

That the parents are willing to co-operate is indicated by the votes taken both in 1953 and in 1954 by the Sedgwick Junior High School PTA. These votes clearly stated the many objections to fraternities and sororities and emphasized the parents' belief that they were an unhealthy activity. The 1953 vote stated the matter very well as follows:

"Membership in a sorority limits the scope of a girl's friendship. It prevents members from selecting other friends. The girls are pledged when in junior high school. This is unfair to the girls because they are unaware of the full implications of such membership.

"The sororities are often inadequately supervised by adults . . . This allows an opportunity for students in the secondary school to get involved in many problems without adult advisors. Sororities . . . work against the very principles of good citizenship which the homes, churches, and schools are endeavoring to instill."—*These Are Your Schools*, February 1955.

A Full-Time Off-Campus Student Teaching Program

MERLE M. OHLSEN

IN 1950 an opportunity arose at the University of Illinois for studying the difference between our old part-time student teaching program and our new full-time off-campus program. This article shows how the two programs influenced student's attitudes and student teaching experiences.

HISTORY OF OFF-CAMPUS TEACHING

For at least a decade a full-time, off-campus student teaching experience has been provided for our students in agriculture and home economics. By October, 1949, the curriculum committee for each of the secondary fields, the staff in the College of Education, and the Council on Teaching Education had approved the idea of extending our off-campus program to all secondary fields. Because the elementary division was already providing their students with a half-day experience for the whole semester, this group decided not to participate in the program until the new six weeks full-time program could be extended to at least eight weeks.

Fortunately, our agriculture and home economics supervisors had years of successful experience with such a program. They helped the rest of our staff initiate the program. The school term of 1950-1951 was used in selecting co-operating teachers and co-operating schools, in defining basic policies, and in clarifying the responsibilities of the student teachers, the staff in the co-operating schools, the University supervisors, and the head of student teaching. These policies and job descriptions were defined and refined in staff workshops which were attended by co-operating teachers and administrators from co-operating schools. Finally, a special committee of the University supervisors organized all these policies and job descriptions into a handbook for use by staff and students.¹

THE OLD PROGRAM

Under the old program, a student followed at least one high-school class through a whole semester. In addition to observing his co-operating teacher,

¹*A Guide to Student Teaching*. Urbana: Office of Student Teaching, College of Education, University of Illinois, 1951 (revised, 1952).

Merle M. Ohlsen is Professor of Education and Head of Student Teaching in the University of Illinois, Urbana, Illinois. The author is grateful to Herbert Boyd and Joy Law who interviewed student teachers in the fall of 1950 and to Darold Shutt who interviewed students in the fall of 1952. Mr. Shutt also assisted with the content analysis of interview responses.

giving individual assistance to a few of his co-operating teacher's pupils, and teaching one class part of the time, the student teacher also attended classes at the University. If, however, he could not spend adequate time in the school participating in the extraclass activities and in conference with his co-operating teacher before or after he taught his class, he was expected to return to the co-operating school at some other time for these experiences. Theoretically, these students in the old program and the new should have spent the same amount of time in co-operating schools. All of these students were assigned to the laboratory school and the local secondary schools for student teaching.

THE NEW PROGRAM

When students register for educational practice (student teaching) under the new program, they take a special course sequence which is reserved for the professional semester. A typical program for this semester includes educational practice, methods, educational psychology, and an elective in either the teacher major or in education. The courses are taught on a 6-6-5 plan. The middle period is reserved for educational practice. During this period the students work full time in the co-operating schools. A real effort is made to give the student varied teaching and community experiences.

THE STUDENT TEACHING STAFF

In each teaching field there is a head supervisor who teaches his special section of the methods course and supervises student teachers. Where he has more students than he can supervise, he is assisted either by other members of the regular college staff or by advanced graduate students who hold part-time appointments.

Co-operating teachers are selected by the head supervisor in the teaching field and by the director of student teaching. They select good teachers from good schools where teachers are encouraged to grow on the job. They also consider whether the schools have adequate facilities and well-balanced course offerings in the teaching field. Moreover, a co-operating teacher must have at least two years of teaching experience and hold a master's degree. Most University supervisors hold the doctorate. A minimum of four years of teaching experience is required for supervisors.

We usually place two student teachers from a teaching field in each school. When a University supervisor visits the school, he usually sees each student teach at least two classes and has a conference with each student. He makes at least three such visits during the six-week period. While University supervisors did spend, on the average, the same amount of time with each student in 1950 as in 1952, it is true that in 1950 most supervisors did visit their students more frequently but for shorter periods each time.

Inasmuch as this article is primarily concerned with the differences in these programs which cannot be accounted for by chance, the reader should know

whether these differences in students' experiences may be accounted for by staff changes. Essentially, the same University supervisors were involved in both phases of the study. On the other hand, over half of the co-operating teachers who worked with student teachers in 1952 came into our program after the data had been collected on the old program (1950). And it may be that, since the supervisors did have more teachers from whom they could select the co-operating teachers in 1952, this element may account for some of the differences. If this is true, it too should be listed as one of the advantages of our off-campus program.

THE SAMPLE

Through use of a table of random numbers, fifteen students were selected from all the students enrolled in each of the following five sections of educational practice (fall semesters of 1950 and 1952): English, music, science,² social studies, and women's physical education. In other words, students from the various types of academic discipline were included in the study. These fields were selected to insure adequate numbers in the 1952 part of the study in the event that more men were called into military service.

Some readers may wonder why we extended the study over a two-year period. When the proposal was presented to our staff, we decided that we needed one year of experience and in-service education prior to evaluating the effects of the new program on the students. This explains why the students from the fall of 1950 (the last year in the old program) were compared with the students enrolled in educational practice in the fall of 1952.

METHOD OF COLLECTING DATA

The students' evaluations of their student teaching experiences were obtained in carefully planned interviews which occurred at the end of the student teaching period. These interviews were conducted by trained counselors. Special training sessions were also provided for these counselors. The training sessions included the following steps:

1. After the counselors had read the research proposal, each was given an opportunity to discuss his questions with the investigator.
2. Next, interviews were role played with the investigator playing the student teacher's role.
3. After the purpose of these interviews was further clarified through the discussions of role played sessions, arrangements were made for each counselor to interview a student teacher. This session was recorded and discussed. If there were no further questions, they selected the subjects and conducted the interviews with the sample described earlier.

From the very first contact with the student when the counselor contacted him in scheduling the interview, the counselor tried to make the student feel

²Inasmuch as only nine science students were placed in a full-time six-week experience in the fall of 1952, it was necessary to select six science students from the spring semester of 1953.

that he was talking with a trusted professional friend who needed his help in evaluating the student teaching program. Nothing was said about comparing two different programs. Instead, the counselor helped the student evaluate his experiences. The comparison of these experiences was left up to the investigator. In these interviews the counselors sought the answers to the following questions:

1. How do you feel about your student teaching experience?
2. What have you liked most about this experience?
3. What did you learn "how to do" that you did not know how to do before?
4. What did you actually "do" that you had never done before?
5. Is there anything that you feel you have missed in student teaching which you feel you should have learned?
6. What has been your most serious problem in student teaching?
7. What should you have known, that you did not know, before you began student teaching?
8. What do you believe to be the relationship between student teaching and your other professional training?
9. How has your attitude toward *teaching* changed since you began your student teaching?

Rather than to move down through this list of nine questions, he began with the first question and helped the student clarify his answer. As he helped the student clarify his answer to this question, he often found that the student also frequently answered many of the other eight questions. The following responses reveal how the counselors functioned:

Notes from making an appointment on the telephone

C (Counselor): May I speak to Sally Jones? Is this Sally Jones? I am Herb Boyd. The student teaching staff needs your help in evaluating the student teaching program. Since they desire frank evaluations from the student teachers, they have employed me as an outsider to do this job. I should appreciate an opportunity to talk with you at your earliest convenience. We would like to talk with you soon while these experiences are fresh in your mind.

S (Student): How about next Friday at eleven?

C: Fine, see you Friday at eleven in room . . .

The beginning of the interview

C: Hi. Are you Sally Jones? I am Herb Boyd.

S: What is all of this about?

C: The student teaching staff feels that they need your help in evaluating this phase of the teacher education program. They have employed me to find out how you and others like you feel about your student teaching experience.

S: Who will see what I have said?

C: No one except me and the person who summarizes the findings will see what I record. What you say will be kept confidential. None of your instructors will see what you have said. While we want to know exactly how you feel, we are not interested in knowing who said it. What we want is a frank evaluation of those who just completed student teaching.

S: What do you want to know?

C: How do you feel about your student teaching experience?

S: I liked student teaching very much.

C: What did you like about it?

S: I liked working with students.

C: What did you like about working with students?

S: I learned how to work with a large group and how to help individual pupils more effectively. I also learned some tricks for conducting class discussions.

C: Exactly what did you learn about conducting class discussions?

And so the interview continued with the counselor helping the student teacher clarify what he meant. The counselor helped the student describe his experiences rather than merely to give vague and general reactions. Though it was not easy to schedule interviews, and some forgot to show up the first time, everyone who was selected was interviewed eventually.

METHOD OF ANALYZING THE DATA

Even though supervisors were anxious to discover ways of improving the program, the results were not released to the staff until the data had been collected from students working in both programs. As a matter of fact, the data was not analyzed until the summer of 1953.

In analyzing the data, we first sought over-all impressions. Three of us read the interview notes independently to identify these general impressions. Upon sharing these impressions, four content analysis questions were formulated:

1. Did the student make a direct statement in which he either accepted or rejected the student teaching experience which he had?
2. Did the student make any statement about the amount of time spent in student teaching?
3. Did the student at any time voluntarily suggest that more time should be provided for student teaching?
4. Did the student ever voluntarily state that other academic work interfered with success in student teaching?

Taking each of these questions and the nine others³ stated earlier one at a time, one counselor read all the interview notes. This approach not only helped to eliminate biases which might have been introduced by a staff member who might look for the results which he wanted to discover, but it also produced more consistent scoring of student responses.

The standard error of percentage differences³ was used to determine whether the differences in responses of students from the two groups could be accounted for by chance. First, these differences were analyzed by academic fields, then the results were combined into total groups for each year. In general, we found that chance may account for any differences in the reactions of students from different subject matter fields. Hereafter, we usually consider only those differences which cannot be accounted for by chance.

³Linquist, E. F. *A First Course in Statistics*. New York: Houghton Mifflin and Company, 1938. Pp. 107, 119, 120.

DIFFERENCES IN STUDENT TEACHERS' EXPERIENCES

While there was a general over-all favorable student reaction to student teaching by both groups, the 1952 group were more inclined to make a direct statement of acceptance and less inclined to make a statement of rejection. These differences in student responses of acceptance and rejection were significant at the one per cent level. On the other hand, chance could account for the very small proportion of members in both groups who made neither statements of acceptance nor rejection. Furthermore, in answering the first question, "How do you feel about your student teaching experience?" the members of the 1952 group stated that they were satisfied more frequently than did the 1950 group, and a smaller proportion of the 1952 group said that they were dissatisfied than did the 1950 group. Both of these differences were significant at the one per cent level.

With references to the amount of time required on the job, the 1952 students made statements to the effect that they really got a hard workout in student teaching. The differences between the two groups on this issue were significant at the five per cent level.

At the University of Illinois, student teachers are required to keep a record of the way in which they actually spend their time in co-operating schools. Co-operating teachers and University supervisors help students plan the use of their time and check the accuracy of this time report. An analysis of these time cards revealed that students in the new program (1952) spent significantly more time in the schools than did the students in the old program (1950).

The students who participated in the new program spent significantly more time doing the following things: (1) teaching, (2) working with individual pupils, (3) observing the co-operating teacher and other members of the staff in the co-operating schools, (4) studying the whole school program, and (5) participating in and advising extraclass activities in the school and the community. In contrast, chance may account for any differences in time spent in preparing for teaching.

Many of the 1952 students who were placed outside of the local community stated that they believed that it was to their advantage to be divorced from University activities. They felt they were able to do a better job because they could concentrate on doing a good job in the co-operating school.

Our content analysis of interview notes also revealed that the 1952 students were definitely more concerned about other academic work interfering with success in student teaching than were students in 1950. Many of the 1952 students voluntarily stated that they did not see how some of their friends could carry University course work while doing student teaching (there are always some students, especially transfer students, who find that they must carry at least one course in the teaching major and teach locally on a half-day

basis throughout the semester). The difference in frequency with which these two groups voluntarily commented on this issue was significant at the one per cent level.

While the 1952 students commented more frequently about the heavy time demands made in student teaching, they also felt that they should spend more time in co-operating schools. Rarely did the 1950 students recommend a longer student teaching period. Frequently, the 1952 students suggested that the period should be extended to either twelve weeks or a full semester.

Though the 1950 group did not indicate that they should spend more time in co-operating schools, they did indicate in answering the question, "Is there anything you feel that you missed in student teaching?" that they missed many valuable experiences with their students, especially in related teaching activities. The differences between the two groups on this point were significant at the two per cent level.

The students' responses to the question, "What should you have known that you did not know before you began student teaching?" produced two responses for which the two groups distributed their responses differently. A significantly larger proportion of the 1950 group were concerned about techniques for handling a specific classroom situation (one per cent level). A significantly larger proportion of the 1952 group were concerned about knowing more about the co-operating school and the general school situation (five per cent level.) These differences are a natural consequence of the differences in the situations. The 1950 student tended to teach his class and return to the campus. Thus, he was primarily concerned with little teaching techniques that could help him do that job better. The 1952 student, on the other hand, not only taught his classes but he did other things too and he saw in these situations problems with which he needed help. In particular, he felt he should have had a better over-all picture of the school before he reported there for student teaching.

The attitudes reflected in the reactions stated in the previous paragraph were also revealed in responses to the question, "What do you believe to be the relationship between student teaching and your other professional courses?" A significantly larger proportion (significant at one per cent level) of the 1950 group looked upon other professional courses as unrelated to student teaching while a significantly (also at one per cent level) larger proportion of the 1952 group stated that other professional courses were definitely related to student teaching. Incidentally, approximately thirty per cent of the students failed to answer this question directly. Therefore, it is appropriate to present differences in both favorable and unfavorable reactions to other professional courses for both groups.

Finally, we consider the way in which student teaching affected the students' attitude toward teaching as a profession. Approximately two thirds of both

groups developed a more favorable attitude toward teaching as a consequence of their student teaching experience. A significantly larger per cent (significant at one per cent level) of the 1950 group than among the 1952 group developed an unfavorable attitude while doing student teaching.

OTHER DIFFERENCES

Not only did student teachers have new valuable experiences as a consequence of this new program but there were other benefits too. Many new placement opportunities were opened when we began to work, on the average, in sixty-three school systems each semester instead of two. As administrators and co-operating teachers got to know these young people, they became interested in helping to place them. In addition to writing letters of recommendation for the Office of Teacher Placement, they helped students make contacts in obtaining good positions and they helped them improve job seeking skills. For example, many principals played the administrator's part in a role-played job interview. Following the interview, the principal helped the student evaluate his performance in the role-played session and suggested how the student could have sold himself more effectively. This happened under the new program whereas it rarely happened under the old program. Previously, too many student teachers had been placed in each school to give this kind of professional help.

Members of the co-operating school staff also came to know and respect University supervisors' evaluation of prospective employees. Frequently they sought the assistance of University supervisors in filling their local positions.

Work in co-operating schools also proved to be a good experience for the University supervisors. It brought them closer to the schools of the state and it involved them in helping solve important practical school problems. Not only did they supervise student teachers when they visited co-operating schools, but they were invited to help co-operating teachers and administrators with in-service education and curriculum planning.

SUMMARY

From our experience in these two programs it is clear that the off-campus program offers better experiences for both the University students and the staff. These particular off-campus students had more experience and a greater variety of experience than those who placed locally on a part-time basis. These students were definitely better satisfied with the new program. Moreover, their experiences in the new program increased their respect for the teaching profession and increased their over-all understanding of schools and school programs. For the staff (both co-operating teachers and University supervisors) it broadened their professional influence and stimulated growth on the job.

A Student Teacher Induction Program

CHARLES W. ORR

THE TREMENDOUS cost of providing adequate education on a college level has forced many institutions concerned with the training of teachers to discontinue the operation of laboratory schools of elementary- and high-school grades. Some colleges have entered into agreements with boards of education whereby the public schools can be used as centers in which student-teachers can do their practice teaching.

Once the agreement between the public school and the college is reached, the public school becomes a partner in the teacher training program. As a partner, the selected school assumes the responsibility of providing a series of worth-while experiences that will develop the student teacher into a competent person who can give guidance and direction to youth.

As an administrator of the public school, the responsibilities of the principal are increased. In addition to his obligation to execute the policies of the board of education, provide democratic leadership for the faculty and students, and co-operate with community agencies, he must also work closely with the teacher training institution in its pre-service program. This responsibility is important, and its importance is more pronounced when one realizes that the selective process used by many institutions permit only those who have promise to do pre-service teaching and that the student teacher who works with him will, in a majority of instances, be a beginning teacher the following year.

To perform the duties that will be required of a principal of a selected school, it is necessary that he should have an induction program that will include those who are directly or indirectly affected. The induction program should be concerned with, (1) securing the approval of all who will be affected by the work of the student teacher and (2) giving the student teacher security through a feeling of belongingness and an acquaintance with available teaching aids.

SUGGESTIVE INDUCTION PROGRAM

I. Secure the Approval of All Who Will Be Affected

The faculty, students, and community will be affected by the work of the student teacher. It is necessary that the approval of each be obtained prior to the arrival of the student teachers. Many teachers feel that they are already

Charles W. Orr is Director of Instruction, Alabama A. and M. College, Normal, Alabama, and is the former Supervising Principal of Council Training School, Normal, Alabama.

overworked and do not wish to have more responsibilities heaped upon them. Others are willing to carry an extra load. Neither the willing nor the unwilling wished to have his load increased without his consent. To gain the consent and assurance of behavior that is commensurate with consent is the beginning of the principal's first task. His first step then is to explain the advantages and disadvantages of having student teachers work in the school. After presentation of facts, time should be allowed for discussion and exchange of views. Finally, teachers should give in writing their consent to serve as critic teachers. Only those who wish to serve and those who are capable of assisting in teacher preparation should be used.

Student approval of the program is as important as faculty approval. This factor should neither be overlooked nor minimized by the principal. An explanation of the work that student teachers are to do should be made to the students.

The student council, in schools where such an organization is functioning, will serve as an excellent channel. Where no such organization exists, an assembly program can serve the same purpose. In either case a discussion should be permitted. An opinion poll following the discussion will prove to be effective. The opinion of students should be considered along with that of their teachers.

The community has a right to know what is going on in its schools. It is the duty of the principal to see to it that parents are informed of the coming of the student teachers. Parents should be given an opportunity to voice their sentiments. Parent-teachers meetings and meetings of other organizations can be used for this purpose. The press and radio can also be used as mediums through which the matter can be explained to the community.

In all his contacts with the three groups, the principal should emphasize (a) that the student teacher is a learner and a helper, (b) that the teacher employed by the board of education will not relinquish his duties, and (c) that the program of the school will not suffer, but will be enriched.

After obtaining favorable consent from the three groups, the college officials should be notified as to the number of student teachers the school can accommodate and the areas in which they will be permitted work. Arrangements should also be made for necessary conferences between the college, the faculty members involved, and the public school teachers.

II. *Give Student Teachers a Feeling of Belongingness*

The second task of the principal in the induction program comes after the admission of the student teachers to the school. They should be shown the same respect as the regular teachers. On the first day of their arrival the principal should become acquainted with each one. He and interested faculty members should hold a conference with the group. During the conference

the objectives and philosophy of the school should be discussed. Routine matters should also be explained and any material that would be of help to a new teacher should be distributed. Peculiar traits of the community should not be overlooked. Following this conference, the principal should take the group on a tour of the buildings and grounds. During this tour, student teachers should be introduced to the teachers and staff. The lunchroom workers, custodial staff, and bus operators should be met and the importance of the work of each should be explained. A special tea or luncheon for a more thorough acquaintance with the faculty can be given during the first week.

People become a part of an enterprise when they work to make it a success. Student teachers should participate in the total program of the school. They should be given the opportunity to work on committees of their choice, work with students in extracurricular activities, and to participate in the Parent-Teachers Association. Faculty meetings should be opened to student teachers. They should be given the opportunity to participate in discussions of all questions including questions in which policy is involved, but not with the privilege of voting.

III. Acquaint Student Teachers with Available Teaching Aids

A third task of the principal is that of acquainting student teachers with teaching aids that are available in the school and community. Student teachers will feel more secure in the classroom if they are able to operate efficiently teaching aids used by the regular teachers. A period devoted to instruction in the operation of the various machines should be provided. Student teachers should also be made familiar with requisitions used to secure aids and blanks used for reporting use.

It is important that student teachers become acquainted with the library facilities of the school prior to entering upon their teaching duties. A period of sufficient length to permit student teachers to know what the library contains should be provided. Books, magazines, newspapers, periodicals, and other teaching materials housed in the library should be made accessible to them during the induction period. The librarian ought to be free during this period so that any questions arising might be answered.

Finally, the student teachers should know something about the study habits of the students they are to teach. Study-hall teachers and the librarian should work with the student teachers on this problem. All methods and techniques used for the improvement of study habits should be presented and reviewed. Following this conference the student teachers should be given the opportunity to observe in the study hall.

Junior High School Summer Workshops

THE February, 1955, issue (pages 87-88) contained a list of courses and/or workshops on the junior high school, compiled by Dr. Harold B. Brooks, that will be held during the summer of 1955. Since the publication of that list, Dr. Brooks has received information about other such programs. The following courses and/or workshops to be held in New York State Teachers Colleges during the summer of 1955 should be added to our February BULLETIN listing:

<i>College</i>	<i>Courses</i>
BROCKPORT	Seminar in Junior High-School Education Behavior Studies—Adolescent Period Workshop in the Teaching of Reading Workshop in Art for the Classroom Teacher
BUFFALO	Special programs in the fields of English, mathematics, science, and social studies (specific courses yet to be determined)
CORTLAND	Courses for preparation for lower secondary work (specific courses yet to be determined)
FREDONIA	Seminary in Early Secondary Education Psychology of Adolescence
NEW PALTZ	Course work dealing with the principles and techniques for teaching and reading in the junior high school; and materials and methods courses in the fields of English, mathematics, science, and citizenship education
OSWEGO	Workshop in Reading Seminar in Junior High-School Education Psychology of the Adolescent
PLATTSBURGH	Behavior and Development of Adolescents in Contemporary Society Guiding Principles and Procedures Teaching of English in the Early Secondary School Teaching of Science in the Early Secondary School Teaching of Social Studies in the Early Secondary School Workshop in Teaching Mathematics in the Early Secondary School
POTSDAM	Seminary in Early Secondary Problems Early Secondary Methods and Materials—fields of language, arts, social studies, science, and mathematics Adolescent Psychology Guidance in Elementary and Early Secondary Education Teaching Reading in Elementary and Early Secondary Schools

Other Junior High-School Summer Workshops include the following:

MICHIGAN—University of Michigan	June 20-July 30
NEW YORK	
Brooklyn College	Summer Session
Columbia University, Teachers College	July 5-August 12
Fordham University	July 5-August 12
New York University	July 6-22
	July 25-August 13
OREGON—University of Oregon	July 5-16
UTAH—State Agricultural College	June 13-July 22
WEST VIRGINIA—West Virginia University	June 20-24

MEETING RESPONSIBILITY AT THE INDIVIDUAL SCHOOL LEVEL

IF IT is true, as argued here, that the effective achievement of the basic purpose of modern American secondary education demands fundamental curriculum change and that this is best accomplished when the initiative is taken by the individual high school, then all who are working at the high-school level of education—teachers, supervisors, principals, and professors—need to be perfecting understanding of the problem of program improvement and techniques of meeting it. We need, as a dynamic underlying our work, a clear recognition that the socio-civic function of youth education is not only essential to the preservation of our society but is also the best guarantee that the happiness, welfare, and well-being of each youth will be attained. We need greater skill in working together as professional groups in the process of studying youth and community need for education. We need to cultivate skill in evaluating our present program and teaching methods in terms of these needs and in terms of the desirable growth and development of youth. And most of all, we need more skill in the techniques of lay-group leadership for the full understanding, free acceptance, and active support of the lay leaders in the school community is the only solid foundation on which educational progress can be based in a democratic society. We need to know how to constitute such groups for study and work on program improvement; how to relate the individual purposes and satisfactions of members to the group purposes; how to reduce tensions and conflicts in the group; how to help the group reach areas of common agreement; how to help the group gradually to reach a consensus out of which proposals for program changes can best be developed and on the basis of which they can best be made. Some of these understandings, techniques, and skills were not always as important a part of our professional education as it is now clear that they should have been. Consequently, as full fledged, adult working members of the profession, we must individually and in groups undertake such study as will enable us to meet these current changes in our professional responsibilities.—From an article written by Will French in the March, 1955, issue of *California Journal of Secondary Education*.

Helping Youth to Face Future Military Service

J. FRED MURPHY

THE conclusion of World War II and the cessation of military activity in Korea did not eliminate the potential obligation of young men to serve actively in the Armed Forces. Thousands of youth are called upon each calendar year to perform a tour of duty with the United States Armed Forces. The length of service is dependent upon military calculations and demands.

The certainty of individual service in the Armed Forces in the future, has stimulated youth of high-school and college age to reveal personal problems related to the disruption of their long-range educational and vocational planning. Secondary-school and college people generally are faced with the problem of helping youth to make wise decisions which affect their post-high-school life. Youth is expected to remain in high school until graduation. At the same time such young people are perplexed and dismayed by the:

1. Many opportunities in the Armed Forces
2. Inadequate information about educational opportunities in the Armed Forces
3. Apparent inability to relate present educational experiences to projected educational and vocational plans
4. Sincere wish to fulfill their responsibility by serving their country, but uncertain about the definite time and way
5. Obvious indifference of some individuals to the urgency of the situation
6. Reticent attitude of some parents to discuss such matters with their sons and/or daughters
7. Diminutive counseling programs available to assist them, and
8. Sporadic desire to become careless and relegate personal stability to the background by self-reasoning of "What's the use"!

Every educator is eager to assist in providing all American Youth with the effective educational opportunities which will promote true American citizenship and thereby perpetuate the American way of life. By the same token educators may differ somewhat as to the instructional methods and materials to use to accomplish this wholesome objective. Irrespective of divergent viewpoints in such matters, our educators are good American citizens—American citizens who respect the need for common defense efforts, American citizens who wish to uphold the Declaration of Independence and the Constitution of the United States.

A sympathetic understanding of the over-all problem as described here-

J. Fred Murphy is Principal of the Broad Ripple High School, Indianapolis, Indiana. He is also a member of the Defense Committee of the North Central Association of Secondary Schools and Colleges.

tofore, prompted the executive committee of the North Central Association of Secondary Schools and Colleges to give an attentive ear to an appeal of the Defense Department in the late fall of 1952. The earnest and official Defense Department request which was made of the North Central Association, related to the need for providing:

1. Up-to-date information about the program of the United States Armed Forces Institute as related to member schools and colleges in the nineteen states
2. Current and reliable educational and vocational information about opportunities in the Armed Forces to youth attending member secondary schools in the nineteen states
3. Suggestions for secondary schools on how to implement any of the instructional and/or counseling materials which necessarily would be developed.

Members of the executive committee of the North Central Association—like all educators—accepted the responsibility and challenge. They appointed a committee to develop plans for meeting the request. The committee was designated as the Defense Committee.¹ The members were expected to render both consultative and administrative services for the North Central Association. A contract was consummated between the North Central Association and the Defense Department in February, 1953.

Having been charged with its responsibilities by the executive committee of the North Central Association, the Defense Committee held a few meetings to:

1. Formulate the steps in the procedure
2. Choose professional writers to prepare the written materials
3. Consult periodically with Defense Department (Washington, D. C.) representatives and writers about their progress reports and written materials prepared
4. Confer with officers in the different branches of the Armed Forces as to the authenticity of information about the Armed Forces
5. Survey the program and services of the USAFI at Madison, Wisconsin, and
6. Arrange and follow through a few pilot studies in high schools (time limitations prevented many pilot studies) by which some observations and appraisals could be made of the values attached to the educational and vocational information as related to the Armed Forces.

Official representatives of the Office of Armed Forces Information and Education and USAFI have been present at meetings of the special North Central committee. They have provided valuable technical advice at the meetings. To save expenses, the whole Defense Committee has been meeting only on call. However, to expedite progress with the necessary work, one or two members of the committee were designated and instructed at times to complete certain required phases of the program. For example, the selection of writers necessitated many considerations and several interviews. Professional backgrounds and educational experiences were important criteria for selecting the

¹Members of the Defense Committee appointed by the executive committee (late in 1952) are: Lowell B. Fisher, Chairman, University of Illinois; George A. Beck, Principal, Central High School, Duluth, Minnesota; Norman Burns, University of Chicago; J. Fred Murphy, Principal, Broad Ripple High School, Indianapolis, Indiana; and Ernest Whitworth, American Council on Education, Washington, D. C.

writers.² In addition, best judgment dictated that the writers should be familiar with North Central schools and colleges if the original request were to be duly respected.

Reports presented to the Defense Committee during 1953 and 1954, indicate definitely that there were wide-spread interests in the work being done. This revealing fact prompted the members of the Defense Committee to recommend that conferences be held with the American Council on Education, United States Department of Education, Information and Education Officers of the Armed Forces, United States Armed Forces Institute representatives of other regional accrediting agencies, the National Association of Secondary-School Principals, the National Association of Chief State School Officers, and the United States Chamber of Commerce. Such conferences have been held by the assigned writers and/or members of the Defense Committee of the North Central Association. The observations at such conferences pointed clearly to the general feeling that Armed Forces information prepared by civilian educators will help to solve some of the personal problems of American youth today.

It should be pointed out that the writers have prepared and refined these manuscripts:

Part I. Your Life Plans

Part II. How Military Service Can Contribute to the Achievement of Your Life Plans

Part III. Educational Opportunities in the Armed Forces of the United States

A Teachers' Manual (companion booklet).

Parts I-III are a consolidated publication with the title *The Armed Forces and Your Life Plans*. Each part contains units and topics. A Teachers' Manual serves as an instructional aid.

To promote the further refinement of Parts I-III and the Teachers' Manual, representative high schools (Spring, 1954) were asked to conduct pilot studies in the use of the tentative mimeographed units. Eleven high schools in five states participated in pilot studies.³ Time limitations prevented a broader selection and participation of high schools.

In the eleven high schools no stereotyped plan was employed. In fact the units and topics were used in several different ways. Our high school had an intensive twelve-day instructional course in the senior problems class; another

²Writers are: Mr. and Mrs. Knute O. Broady and Gayle Childs, University of Nebraska; Charles W. Boardman, University of Minnesota; and George A. Beck, Principal, Central High School, Duluth, Minnesota.

³Grayslake High School, Grayslake, Illinois
Bloom Township High School, Chicago Heights, Illinois
Broad Ripple High School, Indianapolis, Indiana
Central High School, Duluth, Minnesota
Albert Lea High School, Albert Lea, Minnesota
College View High School, Lincoln Nebraska
Westside High School, Omaha, Nebraska
Northeast High School, Lincoln, Nebraska
Teachers' College High School, Lincoln, Nebraska
Minden High School, Minden, Nebraska
Powell High School, Powell, Wyoming

high school had assignments and recitations each week for six weeks in a senior problems class; a third high school used the units and Armed Forces information in individual and group guidance conferences. The general objective in each pilot school, however, was to determine the value of the instructional materials in solving a major problem of youth—relationship of future service in the Armed Forces to life plans. A pre-test and a post-test based on the units and Armed Forces information were administered to the groups in each pilot school. In addition, an attempt was made to secure parental reaction as well as student reaction to the materials.

According to reports made to the Defense Committee by the writers (who supervised and evaluated the special studies) some of the significant findings in the pilot schools were:

1. Most boys felt that the time spent in studying the units and topics was beneficial in answering their questions about future service in the Armed Forces.
2. Some girls indicated their particular interest in understanding a problem which is somewhat a common one now.
3. Most boys and girls believed that the information presented an unbiased attitude.
4. Most students expressed the viewpoint that there was no attempt made to propagandize for the services.
5. Several students felt that certain sections were repetitious. (These sections have been reviewed.)
6. Those parents who evaluated the manuscripts manifested a sincere opinion that they found the materials very helpful in discussing the problems with their sons.
7. In general, the group results on the post-tests as compared to the pre-tests reflected an increase in pertinent knowledge.

The ultimate outcome of the work done under the direction of the Defense Committee of the North Central Association can be measured best by the youth who have an opportunity to discuss such information. Yet, with the requests for speakers, information, and conferences concerning the program from individuals and organizations which transcend the region served by the North Central Association, one can conclude that the materials will be valuable in most secondary schools. The decision must remain with state and/or local educational authorities on where and how these special instructional units and topics can best serve any given group of students.

As the work of the Defense Committee of the North Central Association progressed, it became apparent to the Department of Defense, the committee, and all concerned, that the problem of preparing youth for military service was not peculiarly common only to the nineteen states of the North Central Association, but affected the entire nation. Therefore, the Department of Defense requested the Defense Committee to take steps to implement these materials on a national basis. This request prompted the Defense Committee of the North Central Association to proceed with plans beyond its initial intent; it further prompted the committee to inform professional and other organizations and agencies of the work undertaken and to work out plans by

which all secondary schools could receive one copy of the completed publications; and, finally, the committee discussed procedures through which secondary schools and colleges could purchase additional copies.

This article has been a sketchy resume of the work of the Defense Committee of the North Central Association of Secondary Schools and Colleges since its official inception. Many readers of this article will seek more detailed information, or present specific questions for answer. Such inquiries should be addressed to Dr. Charles Boardman, Secretary, North Central Association of Secondary Schools and Colleges, 106 Burton Hall, University of Minnesota, Minneapolis, Minnesota.

CAUGHT IN THE DRAFT

MANY boys about to be drafted feel they can't make any plans until they're served their hitches. Some quit school and take odd jobs to be doing something until their number is called. Most are unaware of the connection between completing school and preparing for military service. A number of high schools, however, are attacking this drop-out problem. They're offering pre-induction programs for draft-age students. In Norwalk, California, it's a one semester elective for juniors and seniors. Nyack, New York, and East Hampton, Connecticut, schools are also gearing their curricula to include similar courses.

Other schools and youth-serving agencies interested in planning pre-induction programs will want to see a recently published guide designed for future draftees. The guide, *How To Choose That Career: Civilian and Military*, written by Norman Feingold, provides facts on preparing for military service. As a guide points out, learning what to do while in school and what to expect in the armed forces can cushion some of the difficulties during the change from civilian to military life. The book also provides a comprehensive bibliography on related books, pamphlets, magazines, and films. It is available for \$1 from the Bellman Publishing Company, P. O. Box 172, Cambridge 38, Massachusetts.

HONOR COURSES IN FIVE HIGH SCHOOL SUBJECTS

HONORS courses for students of outstanding scholastic ability will be established in the seven regular San Diego city high schools next fall under a new experimental program which has been approved by the Board of Education. The courses will be available only to 12th-grade students who meet specified scholastic achievement requirements and will be offered in five academic fields. These are English, social studies, chemistry, physics and mathematics.

Superintendent Ralph Dailard, in discussing the honors courses mentioned three anticipated results. *First*, superior students will be given an enriched study program and will be provided a real challenge to their ability. *Second*, it is believed that the program may result in acceleration for students at the college level. In several eastern cities where similar programs have been adopted, honors courses are accepted for college freshman credit. *Finally*, the honors program will help to provide recognition for outstanding scholastic achievement in the same manner that recognition is received for athletic, musical or dramatic achievement.—*Superintendent's Bulletin*, San Diego, California, Public Schools.

The Meaning of Graduation Should Be Interpreted

SULER ELDON RYAN

A CONFERENCE of teachers recently attended by the writer was concluded with a series of reports based upon the deliberations of numerous sub-groups of conference personnel. One group made a recommendation that became the subject of discussion during the remainder of the day. The recommendation was not a new one, but one that continues to bob up periodically and cause some momentary flurry of interest. The recommendation was that secondary schools should grant different diplomas to indicate the nature of the graduate's school program.

Most anyone who has been closely associated with secondary schools over the past few years could enumerate instances in which schools have attempted to do what this group of teachers suggests. He could also recall instances in which others that had followed such a practice had given it up to return to a single type of diploma for all graduates. The evidence is sufficient that the issue is not entirely resolved.

The schools are caught in a complex of pressures. Certain of these pressures demand that the high-school diploma be meaningful. Other pressures make demands that nullify the possibility of a really meaningful diploma. Colleges and universities still often charge that they can't depend upon the high schools to produce competent college candidates. Employers charge that many high-school graduates don't measure up to expectations on the job. And nearly everyone demands that *all* youth have the advantage of a high-school education at least.

No, this is not a new problem; nor is the suggested solution new. Over a half century ago the popularization of the public high school forced the same issue upon the attention of school boards and administrators. A rash of special schools resulted from an attempt to meet the demand for utilitarian programs without tainting the academic program. Bookkeeping or agriculture were seen as proper for some but the respectability of the academic areas had to be safeguarded. Therefore, separate schools were attempted.

Such an arrangement was neither financially feasible nor philosophically acceptable for very long. Such separate schools never caught on to any great extent and the comprehensive high school became the pattern for American secondary education. Some technical high schools are, at least in name, re-

Suler Eldon Ryan is Secondary-School Co-ordinator of the Contra County Schools, Martinez, California.

minders of these early efforts at separating the vocational from the academic; but they are in most instances actually comprehensive high schools with considerable emphasis on vocational courses.

Still struggling with the problem of making the fact of graduation carry a clear meaning to all who might be interested, many schools tried different diplomas to designate different patterns of courses pursued. These differentiated diplomas were generally given up in due course for various reasons.

Perhaps one of the most potent early arguments against such varied diplomas was a philosophical one. It was felt that a certain stigma accompanied the receipt of a diploma which indicated the graduate had pursued a vocational course. Conversely, the academic diploma was felt to carry an aura of prestige to its holder. Thus, differentiated diplomas were held to violate democratic values. Whether there is today the same objection to multiple diplomas for philosophical reasons is hard to say. Perhaps we are not so sensitive about it as we once were; but apart from any philosophical considerations there seems to be ample reason for caution in any attempt to make multiple diplomas do what a single diploma fails to do.

The college and university admissions personnel know that there is no magic about a high-school diploma as far as their job is concerned. It has been amply demonstrated that no particular pattern of courses pursued in high school is the one "good" program which prepares for college success. Much depends upon the college attended and the program attempted at that college. Many an adult without benefit of any high-school preparation has been rude enough to sail through college with flying colors. This is not cited to minimize the importance of high-school attendance, but merely to point out the fallability of any rigid insistence upon a standardized college preparatory program.

In addition to the lack of evidence to support a particular program for all college-bound students, there is a remarkable lack of agreement among colleges across the nation in their admissions requirements. Since the universal practice is to require the applicant for admission to submit a transcript of high-school credits for analysis in determining his eligibility for college attendance, there seems to be no reason for a diploma with "College Preparatory" stamped on its face. After all, colleges are interested in the quality of the student's high-school work. This can be had only from an official transcript.

The schools are much concerned about the criticism from employers concerning the unsatisfactory performance of some graduates. Some youngsters employed in retail businesses have difficulty figuring bills and making change. Some employed in office work are poor typists, have difficulty with spelling, and can't handle dictation. Some who take jobs as laborers can't take directions and carry through on rather simple jobs. I have intentionally used the word "some" in speaking about the failures because any thinking person knows there

are many more who have been the cause of embarrassment to neither the high schools which trained them nor the employer who hired them. Suppose that it was decided to make the diploma carry the message which advocates of multiple diplomas have in mind. If we were to meet the needs of hundreds of colleges with varying admissions requirements and thousands of employers with different job requirements, we would run ourselves into a sizeable string of different diplomas. Add to this the task of having the diploma indicate quality of performance as well as program pursued and the effort to tell the story by diploma emerges as an absurdity.

It is an absurdity unless we are willing to reverse the tendency toward broadened programs and universal secondary education. If we are willing to narrow our programs to a few well-jelled prescriptions and at the same time operate our high schools as selective institutions for weeding out the inept, then a reasonable number of differentiated diplomas may be made to tell the story. It does not, however, seem likely that educators want this or that our patrons would stand for it.

Once it is decided that a single diploma or certificate of graduation is desirable, it is not enough to make it a matter of policy and proceed accordingly at the annual graduation season. At least until such time as it is generally understood that high-school graduation alone carries limited meaning, school people have a job to do in helping the public generally to understand the school's position.

In the first place, everyone should be helped to understand the reasons for the lack of skill and erudition on the part of some high-school graduates. At the same time awareness of the fine achievements of many others of the high-school's product should be sharpened. This is certainly not an impossible task for competent professional people working in communities of generally sympathetic citizens who really want to understand their schools; and it is surely no mistake to assume that most school personnel are competent and most communities in sympathy with the work of the school. To achieve the understanding desired there are two basic concepts to be thought through. A reminder is probably enough to cause most people to realize that universal public secondary education is one way by which America has gone about implementing a social philosophy calling for a fair shake for every individual. A second reminder should suffice to bring any thinking person to the realization that these individuals which our philosophy requires us to provide with schooling are a vastly heterogeneous lot. To be sure, most mature persons are, at least, vaguely aware of our commitment to universal schooling and of the fact that individuals differ, but many are in need of having their attention focused upon the effects of the two operating together.

Secondly, the public generally should be informed of the fact that while the high-school diploma does not itself tell much of a specific nature about a

particular individual, the school does have a great deal of valuable information that can be had by those having legitimate claim for it. Most large employers have some established routine for requesting such information which is used in conjunction with their own procedures for determining the fitness of prospective employees. It is the great majority of employers who have no personnel department for this purpose that need the most help at present. They need to be made more aware of the school's willingness to be helpful and then co-operation will be essential in facilitating transfer of the proper information.

There are times when considerable emphasis is being placed upon school public relations. Sound public relations do not result from lack of understanding about important aspects of our work. High schools are often severely criticized for apparent failure because their product isn't satisfactory to someone. It is the thesis here that secondary-school principals would be on much sounder ground public relations wise if they took the trouble to explain these facts of educational life to those who are eager to hear. Have you spoken before your service club or written an article for the local paper lately? It might be a good place to start.

WORKSHOP ON HUMAN RELATIONS

THE Department of Human Relations of the University of Miami, Coral Gables, Florida, is sponsoring a six-weeks workshop on the "Theory and Practice in Human Relations," June 14 to July 23, 1955. The first part of the workshop will be concerned with the theoretical foundations of human relations; and the second part, with the practical applications in public and private agencies, business and industry, education, international relations, the home, and in inter-racial and inter-faith areas of tension. The workshop will carry six semester credits on both the undergraduate and graduate levels. A limited number of scholarships will be available. For further information, write directly to Dr. Dean George Epley, Chairman of the Department and Director of the Workshop. The Department of Human Relations offers an undergraduate major in the College of Arts and Sciences and a "field of concentration" on the graduate level leading to a degree of Master of Education.

TELEVISION-RADIO WORKSHOP

PEABODY College and WSM radio and television in Nashville, Tennessee, have announced plans for their second annual summer workshop scheduled to run from July 18 to July 29. The workshop is designed to instruct teachers in the use of television and radio for educational purposes. The course will be a concentrated one, with lectures, symposiums, demonstrations, and actual production by the students. Besides the use of televising and broadcasting as educational devices, the course will explore the fields of program planning, public relations, psychology of children's programs, and the use of music, art, and literature in production as well. Besides Peabody and WSM and WSM-TV personnel, the course will offer lectures by nationally known experts in educational television and radio. Classes will be conducted in air-conditioned rooms. Write—Dr. Felix Robb, Dean of Instruction, Peabody College, Nashville, Tennessee, for further details.

Physical Education in the Core Program

JACK R. FRYMIER

AT P. K. YONGE Laboratory School, University of Florida, we include physical education as a part of our regular core program. We feel it belongs in this area because it is an important phase of general education. In our situation the entire program is built around core. Starting with the junior high school and on through the final senior grades, all students take core. Those in the eleventh and twelfth grades have a two-hour block of time each day together, and use the remaining four hours for course areas they consider best suited to their individual needs. The ninth and tenth grades take a three-hour block of core and three specialized areas of study each day. In the lower grades, of course, all the time is spent in one group.

Core, as our faculty attempts to effect it, consists of those activities and experiences each group considers most important for its needs. The faculty has outlined several broad, suggested areas of study, but in most cases the students and the teacher, functioning as a group, determine the area or course of their particular study. In many cases the entire group will pursue one topic. In other instances smaller groups may follow related or entirely unrelated areas. And, in some cases, individual study will be the theme, with each person in the group pursuing an entirely different area of work. In every case the teacher functions as an integral part of the group throughout the exploring, planning, and action stages of the work.

Within this broad framework of core, our physical education program has been developed. Basically, it is as follows: In grades seven and eight the pupils spend an hour each day in some type of physical education activity. Throughout the rest of the high school, three hours a week are scheduled, with an opportunity for more. All of this time is included in the core period, but conducted by the regular physical education teacher with the assistance of the particular core teacher involved. In all cases, core teachers meet with their groups, dress, and participate or assist the regular instructor during the scheduled program. Generally core classes of the same level, two ninth grades or two tenth grades, for example, are combined. In this way there are two groups of approximately thirty students each; one group of boys and one of girls.

Jack R. Frymier is a Core Teacher in the P. K. Yonge Laboratory School of the College of Education, University of Florida, Gainesville, Florida.

STUDENTS SPEND MORE TIME TOGETHER AS A GROUP

Our faculty feels that this situation, as I have attempted to describe it, has several advantages over the physical education programs normally encountered in public schools. First, it extends the length of time that students spend together as a group. In the ninth and tenth grades, for instance, rather than spending a two-hour block of time together and then taking an extra physical education class in which they may or may not be together, each group actually meets three hours. They meet in the classroom for two and in the gymnasium or on the playground for the other. But the boys from each core group meet together and the girls do the same, and one of these groups always includes the teacher. Generally the men teachers meet with the boys and the women teachers with the girls, but this is not necessarily a rule. If one or the other needs special assistance or instruction, the core teacher can go where he will be most useful.

This arrangement gives the teacher an opportunity to observe each of his students in a situation other than the classroom; it thus presents a definite advantage. The teacher can see his students in an entirely different light. Sometimes those who are especially adept at classroom work experience difficulty when at play. They may have poor skills or their endurance may be low. These things sometimes affect their acceptance or performance within the group. On the other hand, many who are skilled and accepted group members on the playground are less well-adjusted and adapted to classroom activities. Then again, some may excel or be ineffective in both situations. It is an understatement to say that this information is helpful to the core teacher. It might be more meaningful to say that only through such a procedure can any teacher really know his students and be able to give them the assistance and guidance it is possible to achieve by understanding each one.

PROVIDES CO-EDUCATIONAL PLAY ACTIVITIES

In addition to the reasons mentioned above, physical education in the core program provides an easy and normal opportunity for co-educational play activities. There has been considerable emphasis in recent years on co-education and co-recreation activities. Such a situation as is described here permits activities in which boys and girls participate together to evolve easily and naturally from their group pursuits.

In the ninth and tenth grades, for example, boys and girls generally meet together and participate in physical education activities of their own choice and their own direction for an hour or two each week in addition to the scheduled three hours of activity. During these periods they often dance or play such games as volleyball or softball. Sometimes they take two consecutive hours for a special activity that may require transportation—bowling, skating, or swimming, for example.

We also feel that physical education belongs in core because it permits easier scheduling of activities and areas. If groups are constant for extended periods of time throughout the day, problems of equipment and facilities are minimized. And because the same students from the classroom meet together on the playground, there is an instantaneous adaptation to play activities because of the natural adjustment and acquaintance already achieved. Also, this procedure eliminates intermixing of age levels.

PROVIDES OPPORTUNITIES FOR PROGRAM PLANNING

Besides these reasons, physical education in the core provides real opportunities for students to participate in program planning. We attempt to provide activities which they want and which they feel are necessary in the scheduled portion of the program. This part, which is relatively inflexible, consists of those activities generally included in any good physical education program. Basketball, volleyball, football, soccer, softball, track, tennis, golf, and dancing are some included throughout the secondary school. The emphasis during the later years is on the carry-over activities, of course. This is as students request it. Before the eleventh and twelfth grade a major part of the time is spent on skills.

However, in the extra hours of physical education that students usually choose to spend in core, they have a real opportunity actually to select those activities in which they would like to participate, to plan them, and then to carry out their plans to final completion.

For instance, a group may decide to dance. They may or may not feel the need for instruction. They may want it to be strictly a recreational period, or they may actually want to learn new steps or points of etiquette. With the teacher's help, each group determines the content, schedule, and arrangements for facilities, equipment and instruction whenever necessary. If transportation is needed, say, to the roller rink, they take care of those details, too.

When there is a disagreement as to what activity shall be pursued, they have an opportunity to work things out together. They learn by working together that peoples' likes and dislikes differ; that some prefer to play volleyball whereas others would rather dance and still another group may want some type of social games. With experience they realize that these problems call for careful planning, careful consideration of all ideas, and, above all, effective group skills in solving problems.

OFFERS VARIETY FOR THE TEACHER

Still another advantage to having physical education in the core is that it permits the core teacher to participate in another type of learning situation. In almost every case this increases teacher understanding of this phase of the program. Almost invariably it results in better co-operation and closer harmony between the physical education teachers and classroom teachers. Besides this,

however, it actually means an additional teacher is with the students. In addition to the physical education teacher, we also have the regular core teacher present with the group. This means more supervision, more assistance, and, on occasions, more instruction. All of this, not to mention the fact that it gives the classroom person an opportunity to get out and stretch his legs, breathe a little fresh air, and unleash some of his pent-up tensions.

Also, more teachers participate in planning. During our pre-planning period each year, for example, the core teachers and the physical education teachers sit down together and work out the scheduled program as they see it. They consider the wishes and desires of students as they have been expressed in previous years, or, in some cases, call in student-leaders for consultation. Besides the core teachers helping plan the physical education program, the physical education teachers are now in a position to assist in the development of the over-all core program. Anything which will create better understanding and co-operation between classroom teachers and physical education personnel is invaluable in the development and execution of the total curriculum. This co-operation is often lacking in many school situations, but here we have an opportunity for both groups to function together co-operatively and productively.

It is helpful to all concerned. Why? Because more participate in planning the program. This is generally inherently better than it would be if developed by one person or a specialized group. The old adage that "two heads are better than one" fits this situation perfectly. And having a person from outside the field lend his experience and ideas is extremely helpful in curriculum development and perspective.

EVALUATION MORE MEANINGFUL

As a final advantage, we find that evaluation in core is more meaningful when we include an analysis of the whole personality—the social, rational, emotional, and physical self. Students understand this better; their grades are more meaningful if they realize their whole being is evaluated rather than one separate portion of their knowledge or abilities or self. Student's efforts in physical education are included as a part of their core grade.

Of course there are some disadvantages to such a procedure, too. Some classroom teachers do not like to participate in physical education classes. They feel that they are not skilled, inclined, or conditioned physically for such a program. Some actually feel hesitant about letting the students see them in this unfamiliar situation. However, this attitude is not generally held, and since we do have a regular physical education teacher with every group, the problem is more apparent than important.

I might add that one thing we have found in securing good teachers for core at P. K. Yonge is that most of the people selected have generally been

well-rounded personalities, able to conduct themselves admirably on the playground and in the gymnasium, as well as in the classroom. Over-all, this tends for balance on our staff, which in turn creates a sound, wholesome atmosphere for students.

This analysis of the physical education portion of the core program at P. K. Yonge Laboratory School is not complete. However, it does present a picture of some of the things in which we are presently engaged. We of the faculty feel that, though this idea may not be new, it is definitely valuable and worth while, and for the present, at least, we plan to continue it. We feel that the values inherent in this type situation outweigh the disadvantages we may encounter. More important, though, we feel that the ultimate development of each pupil is greater enhanced because of his opportunity for a broader, freer program of physical activities as a part of his general development. We feel that physical education belongs in the core program.

CAREERS FOR ENGLISH MAJORS

PRINCIPALS, English teachers, and counselors may be interested in a special bulletin issued by Indiana University entitled *Career Opportunities for Majors in English*. The 20-page, illustrated booklet, attempts to show that a college major in English is not only good for its own sake, but also good because it "provides sound preparation and broad security for employment in an ever-expanding variety of vocations and professions." Emphasis is placed on possible careers in the following areas for English majors: advertising, sales promotion, editing, typing, stenography, general office work, junior executive positions, civil service opportunities, law, library work, high-school teaching, college teaching, professional writing, the book publishing business, and ministry. Sample college programs are suggested for various areas. Copies of this bulletin may be ordered from Indiana University, Bloomington, Indiana.—*North Carolina Public School Bulletin*.

JOB GUIDE FOR YOUNG WORKERS

SEVERAL months ago the U. S. Department of Labor released a new publication, *Job Guide for Young Workers*, a 46-page booklet addressed to young people. It contains information on beginning jobs in many popular fields of work for young people. The Department of Labor has just recently prepared the 1955 *Supplement* (12 pages) to this *Job Guide*. The *Supplement* contains information on eight additional occupations and an introductory section on job outlook. Counselors and guidance workers, as well as the young people, will be interested in the information contained in this *Supplement*. Copies may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 10 cents per copy with a discount of 25 per cent for orders of 100 or more mailed to the same address. The 1954 edition of the *Job Guide for Young Workers* will continue to be on sale by the Superintendent of Documents at 30 cents per copy with the usual 25 per cent discount for bulk orders.

A Minimum Speech Program for the Small High School

JOHN L. JOHNSON

MANY titles have been suggested for the age in which we live. It might well be called the Atomic Age, the Scientific Age, the Industrial Era of Mass Production, or the Transportation Age. However, there is a great possibility that future historians might well call this era the Speech Age. In rapid succession the world has been subjected to the phonograph, the telephone, the radio, talking pictures, and television. At the same time as the occurrence of these instruments of speech, transportation facilities have multiplied immensely the number of people with whom the average person will communicate in the activities of his daily life. The need of speech in the America of today is a far cry from the need of speech in the America of 1850. The progression of complexities in modern life has magnified the importance of ready speech for every active member of our society. This is especially true in our democracy where the interchange of ideas is particularly important.

More people must talk and more people must listen today than ever before. This is not true only because there are more people, but also because there are more problems. The home, the business, and the social world are filled with numerous needs for listening and speaking. The success of the individual and the group are dependent upon the use of discourse. Adequate and proper discourse tends to promote attitudes of co-operation and tolerance. Frustration is the result of improper discourse. With the individual it creates a feeling of distrust and inefficiency, which may result in serious problems of adjustment. For the group, frustration usually leads to violence. The wars of history attest to this.

If modern education is to serve our democracy, it is necessary that it be cognizant of this speech problem in our modern world. Too frequently schools have looked upon speech as a physical inheritance like eyes, or hands, or feet. Or, if the importance of speech were recognized, it became involved in "such factors as human inertia, budgetary limitations, the prior claims of subjects and activities whose place in the curriculum has been cemented by statute and tradition, and schedule and staff limitations."¹ The school can no longer shunt aside the problem of speech education. Speech is learned, it is not instinctive

¹William E. Young, "The Teaching of Speech in the Public Schools of New York State," *The Speech Teacher*, Vol. 11, No. 3, September, 1935, p. 167.

John L. Johnson is Principal of the Napoleon High School, Napoleon, Ohio.

behavior. Moreover, it is necessary to the full development of the individual who lives in our democracy. And, by careful planning, speech can be fitted into the curriculum of the schools of today.

Secondary education has been particularly negligent of planned speech activities. Frequently the speech activities in the high school have been co-curricular, or they have been centered in one course open to juniors or seniors. This one course frequently became a nesting place for poor students who needed a credit, or it was a course for the select few who were already quite adept at speaking. Procedures such as these do not contribute adequately to the needs of the high-school student of today. There is a need for over-all planning, which is sometimes quite difficult with the scarcity of trained speech teachers, the crowded curriculum, and inadequate funds.

Very few schools today are able to have a trained speech teacher who devotes his entire time to speech development. However, it is possible in most cases to have an English teacher who has had a considerable amount of speech training, and who is willing to further his training in this field. Beginning here, and with proper planning for the future, the school can do much to enhance speech development among its students.

THREE GROUPS

The high-school speech program is concerned primarily with three groups of students. The first group are those with definite impediments in speech. The second, and by far the biggest group, are those who are just adequate, or, in many instances, below the maximum of their responsibilities. The third group are those who are the actors, the public speakers, the debaters. The speech program should meet the needs of all these students. It must provide successful and satisfying experiences for each student in the school. Norma Lee Lucas writing in *The Speech Teacher* has this to say concerning speech for the elementary child. This is applicable to students of all ages.

All children need the security provided by successful speech experiences that obtain favorable responses from others. In addition, they need the sense of adequacy that comes when self-evaluation tells them they have done their best. Thoughtful teachers direct speech improvement so that the child knows both security and adequacy as he achieves desirable responses from his hearers and meets his own standards—as he experiences effective oral communication.²

Those with Impediments

If the high school is to be successful in the development of well-adjusted students, particular attention must be paid to the student who is handicapped in speech. Few people realize the problems which this student may face because of his inability to talk and do as other children. Frequently, this student may be tabbed as having a warped personality. And, many times this

²Norma Lee Lucas "Speech Improvement for the Elementary Child," *The Speech Teacher*, Vol. 11, No. 1, January, 1953, p. 68.

student is different in his behavior. However, he is different only because of his handicap. Frank B. Bates in writing of the feelings and actions of the speech handicapped child says, ". . . this is chiefly, or only, a result of the fact that other people do not understand them and do not understand their problems."³ The high school through its faculty and with the direction and assistance of the speech teacher must alleviate the problems of this student to the best of its ability.

Speech and hearing records of all children entering high school should be obtained from the elementary school. Whenever the data is inadequate, a special study of this group of students must be made. It is well to give a hearing test to all students entering the high school. All the information obtained needs to be disseminated to members of the faculty. Procedures for working with these students should be given to the faculty by the speech teacher. An in-service training program on speech and hearing disorders is invaluable in any school. Also, teachers should be encouraged to enroll in summer school classes of this nature.

The administration of the high school must assume its responsibility in furthering this program. The administrator needs to be aware of the problems prevalent and to encourage the learning process of all faculty members. Moreover, he has a still greater responsibility in organizing the teaching load of the speech teacher so that he is free to give special attention to those students who need this assistance.

Undoubtedly there will be cases that the speech teacher will be unable to handle. However, professional assistance is always available in nearby cities and universities. It is the specific problem of the administrator to see that this professional assistance is made available to the handicapped students. The parents of the students involved need to be informed and urged to co-operate in every way possible.

Those Not Functioning Adequately

The second group of students to be considered in strengthening the speech program in the high school are those who have no really serious problems, but who are not functioning as best they might. This is by far the largest group, and because of the numbers involved perhaps the most important. Also, if not corrected, many of these students might become the real problems of tomorrow. It is also important that the high school be cognizant of this group because the high school for many represents the last formal training they will ever receive.

The problems of this group are varied. Any teacher might compile a long list of the problems with which he has come in contact. The following is a

³Bates, Frank B. "Survey," *Speech Problems of Children*, Editor, Wendell Johnson. New York: Grune and Stratton, Inc., 1950. P. 4.

list of these disorders as suggested by M. C. Eckelman: (1) poor volume; (2) sentences that begin normal and trail off; (3) reluctance to speak in front of a group; (4) indistinct, muffled speech; (5) whining voices; (6) inarticulateness; (7) unpleasant voices; (8) minor sound distortions; (9) rambling talk; (10) non-fluent reading; (11) inability to listen; (12) impoverished vocabulary and usage errors; and (13) tendency to monopolize.⁴

The small high school frequently finds it impossible to establish speech courses to meet the needs of all of these students. It is possible, however, with the co-operation of the entire faculty to strengthen greatly the speech of the students in the school. Teachers need to assume a responsibility for good speech and to realize that they can be a vital factor to good speech. According to Eastman, any teacher can strengthen the speech of students if he has the following attributes: (1) an accurate speech pattern, including a voice of good quality, clear enunciation, and the like; (2) a discerning ear to catch all minor speech deviations and promptness in remedying such deviations; (3) an accurate knowledge of the formation and production of all speech sounds; and (4) abundant ingenuity and patience.⁵

Although all classes can and should contribute to the speech program, the English and social science classes offer special opportunities for speech development. The teachers in these classes should be carefully selected, and some attention should be given to their understanding of the speech science. Teachers in these subject matter fields should be urged to take summer work in speech development.

The best segment of the English course with which to combine speech education is literature. Inherent in this subject matter is the content so necessary and vital to meaningful oral expression. It offers opportunities wherein the entire class will be challenged to think, to express their opinions, and to evaluate the expressions of their classmates. The value to be received is in comparison to the teacher's ability to ask thought provoking questions, and not those questions which require only rote answers.

The social science class also offers similar opportunities. Certainly one of the most important techniques in the teaching of social science classes is group discussion. Here the students are given an opportunity to define issues, collect data, and present and appraise these data. There are also opportunities for the exposition of ideas and for debate.

The Top Group

The value of this type program is not restricted to those who have not reached a satisfactory level in speech efficiency. This program will also chal-

⁴M. C. Eckelman, "Speech Correctionist Talks with the Classroom Teacher," *Elementary English Review*, No. 22, May, 1945, p. 159.

⁵M. C. Eastman, "Speech Correction in the Classroom," *Grade Teacher*, No. 67, January, 1950, p. 48.

lence that minority group at the top who are adept in speech functions. The competent teacher will find opportunities to develop leadership potentialities in this group of students. Moreover, attitudes of tolerance and understanding so necessary to democratic living can be encouraged.

A special course in speech and dramatics is probably within the realm of most schools, and will contribute greatly to the needs and developments of those particularly interested. This course should be supplemented by other co-curricular activities such as debate and dramatics. The extent of the co-curricular activity program should be determined by the needs of the students. The availability of supervisors is also a factor to be considered. An over-worked faculty tends to minimize results. However, there are usually sufficient faculty members interested to provide adequate opportunities for all interested students.

Without question the above procedures are not the answers to all the speech problems of the small high school of today. However, it is a point of departure for furthering the speech program. It should strengthen the present speech situation and create healthy attitudes and basic understandings among the faculty. It should pave the way and create interest for a speech program under supervision particularly planned for that specific purpose.

GARDENING FILM

A NEW film with information for do-it-yourself enthusiasts has been released for free showings to all audiences including schools. *How Green Is Your Garden*, sponsored by the American Agricultural Chemical Company, is a 3-reel, 30-minute, 16mm, sound, color film with narration and musical background. It covers such topics as: the latest methods of successful lawn building and care—how to build a new lawn from scratch, feed an established lawn, rebuild a neglected lawn; effective methods of planting and feeding flowers with special information for rose-growers, useful hints for growing garden-fresh vegetables; action scenes of parks, playgrounds, swimming pools, big-league baseball fields and race tracks; a special sequence with golfers in tournament play; breath-taking close-ups of America's favorite flowers.

It presents a fund of useful how-to-do-it information that will make garden chores easier, more enjoyable, and truly rewarding. Here are useful facts about growing flowers of every well-known variety—all in beautiful color and with blossoms so lifelike you can almost smell them. Here are the simple answers to vexing lawn problems. (The film is available in the following states only: Connecticut, Delaware, Indiana, Maine, Maryland, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Virginia. It is free of charge except for transportation both ways. Request bookings from Films of the Nations, 62 West 5th Street, New York 36, New York, who will promptly refer you to their nearest regional distributor.

How Can Driver Education Be Expanded and Improved?

NORMAN KEY

THE title of my discussion is appropriately stated as a question . . . though I admit the little word "How" can be quite embarrassing. I should hasten to warn you, therefore, that I do not propose to give you a carded answer to the vast number of complex elements of the question, "How to expand and improve driver education?" I'm sure there will be plenty of content left untouched with which we shall wrestle" through the course of this meeting and on which we shall henceforth "feast" our psychophysical energies. The thousands of communities throughout the land depending upon *their* schools and colleges as *their* intellectual "web of life" are the laboratories where this problem will be attacked more fervently and more effectively in the years ahead. But let's not underestimate the value of such meetings as these, for it has been these and other national and local exhortations that helped to bring us this far. So here, further by way of exhortation, I am inspired to *present some facts that I think we can substantiate, identify some of the dimensions of the problem, and raise a few questions* which may help focus our attention on the job of translating what we know into more widespread action. Also, I hope what we do here may help toward the task of gleaning from these new local-action experiences the all important data so necessary for further program improvement.

I think we know that people don't learn safety by instinct. The idea that you can "just smell danger in the air" is refuted by the accident statistics that we pile up every year. People must be taught safe habits and practices in our complex traffic society.

Leaders in educational thought tell us that education is for the individual. The individual is to develop wisdom and socially competent behavior. Education, they say, is learning to live at *your best*. The essence of teaching and learning is *changed behavior*. And, if it's good education, this means behavior changed for the better. The over-all development of the *whole human* can not be considered apart from the school's obligation to teach competence in traffic. Here rests the validity of driver education in the school and college curricula.

Norman Key is Secretary of the National Commission on Safety Education of the National Education Association, Washington, D. C. This was presented by him as the keynote speech at the Driver Education Section of the National Safety Congress last fall.

And the business of schools and colleges is to make successes—not failures. This principle has never been and, I venture to say, never will be more true, than when applied to the educational task of preparing safe drivers. In safety, it doesn't matter so much how many correct answers your learner puts down on a test—or even of what kind of score he is potentially capable. In this business, IQ is what they do—not what they know and don't do. Can we substantiate this? Yes, I think we know this to be true. But why this tirade on the validity of driver education? someone may ask. Well, this brings me to the first dimension of our problem.

STIMULATING MORE WIDESPREAD ACCEPTANCE AMONG LEADERS IN EDUCATION

Far too many leaders in educational thought have not yet come to accept driver education as part of this configuration of experiences which contribute to a *good life*. Or, if they do, they don't see a place for it in their own school curricula. I think this is primarily because they have not had the opportunity to observe the content and values of driver education which bears all the earmarks of validity recognized in any other area of learning. We estimate that there are some 10,000 high schools offering some kind of instruction in driver education. And in passing may I acknowledge this as a phenomenon in the field of education. No other program has grown more rapidly in our schools. We certainly are making progress! But our chore here is to deal with *expanding and improving*. And our objective at the secondary level alone is getting driver education programs into more than 14,000 additional schools. We don't know what this dimension is at the college level. At any rate, the whole thing adds up to a mammoth task—and the question arises, How are we, as specialists, going to approach the problem from here on? Will we pose as *prima donnas* and continue, as the Britisher would say, "lecturing" educators and lay citizens? This would no doubt continue to do some good. But will other approaches be more fruitful, say, like assisting these educators and lay citizens in doing their own organizing for their *own* opportunities to develop sound concepts about driver education and to translate those concepts into purposeful action? Now for a discussion of another dimension of our problem of expanding the program in those high schools where driver education is now offered.

REACHING ALL ELIGIBLE STUDENTS AT THE APPROPRIATE AGE-GRADE LEVEL

Most of those 10,000 schools are accommodating less than half their eligible students at the recommended age-grade level. How can this gap be filled? We don't know all the answers, do we? But this I think we know: There is no one standard answer any more than there is one standard type high school or college. Many teachers will help by increasing their own teaching efficiency—by utilizing their time to accommodate more students.

Some schools will add more teachers and keep cars and other teaching equipment more nearly in constant use. Some will add summer programs for youth and adults. Some may more nearly perfect the plan for using qualified student assistants; and, in still other communities, teachers who are in training on college campuses may be drawn into this service to supplement the full-time teaching staff. Then I hope that through community-action research, utilizing college and university resources, new and still more effective methods will be devised. This suggests to us the third dimension of our problem.

INCREASING THE EFFECTIVENESS OF OUR TEACHING

Quality of instruction for the 800,000 we are now reaching each year must not be sacrificed in bringing driver education to the other 1.2 millions who come of legal driving age annually. Nor can we afford to lower the quality of instruction for expanding the program to adults which more and more communities are certain to demand. Indeed, the quality must be ever improved. For we know that *only good* programs in any area of education will merit continuation, to say nothing of expansion. "Nothing succeeds like success," particularly in driver education, because here's a school activity which is forever under the public's watchful eye. Immediately the products of this program are measured in the adult society by a standard of excellence much higher than that which the untrained drivers set for themselves.

We accept this public imposed standard for our students. We have, in fact, encouraged it by asserting that driver education makes a twice-again better traffic citizen. Now, how can we be sure to live up to this standard of, twice-again-better-traffic-citizens-through-driver-education? The answer lies in the quality of our teaching—in whether or not we succeed in creating for the learners a genuine experience which will enable them to develop mature behavior in their new, *adult* situations. What phases of our instruction need improvement?

In many schools more time is needed both for classroom and practice driving instruction, and, just as important, some teachers need to make better use of the time they have. Learning experiences in the classroom should be carefully co-ordinated with the experiences in the car. Here should be the student's opportunity to grasp a fundamental concept in the classroom and translate it into purposeful action at the wheel. Distance judgment, for example, can be introduced in class discussions and through reading materials. Then to develop this skill and apply it, the learner must extend his experience to the moving car among other moving vehicles and pedestrians. You see you don't teach just attitude and knowledge in the classroom and just manipulative skills in the car. The whole learner changes throughout the whole configuration of learning experiences, and the extent to which his behavior is modified for the

better depends very largely upon how well the various experiences are integrated.

Some teachers need the help of the school administration and the community in securing more and better materials and equipment. Some school systems offering driver education have not hurdled the legal barriers to appropriating funds for textbooks and the minimum of instructional equipment. On the other hand, some schools have texts and equipment, including cars, but have not allowed sufficient teacher time to utilize them except on an extremely limited time basis for a fraction of the eligible student enrollment.

Furthermore, I'm afraid there are some teachers who don't have the know-how for the proper use of time, materials, and equipment. This is due largely to limited training in this field. The student, nevertheless, deserves more than just seat work in the classroom and more than just an over-the-road pleasure cruise in the car. The excessive mileage some instruction cars pile up over a semester's course stands as exhibit A for low-level practice driving instruction.

Now, the encouraging thing about the quality of the instruction we're getting is that most teachers on the job are, themselves, unsatisfied with their level of teaching. Their plea is for opportunity to get better training. With better college offerings for teachers, will come a higher quality of teaching in secondary schools. And mention of college programs suggests still another dimension of our problem.

PURE RESEARCH

We need, in fact our whole society needs, nothing more than to get social scientists and educational psychologists bothered about the phenomenon of traffic behavior and what to do about it. We need to know a lot more about our own personal characteristics as they relate to our behavior under constantly changing traffic conditions. Do sudden and drastic changes in traffic conditions around the individual driver distort *his social and environmental frame of reference*, resulting in phobia and irrational behavior? Is there such a thing as an accident-prone driver? Or would research show that this dangerous fifteen per cent we talk about is a different group of individuals from month to month? Do people fall into this unfortunate group and then, through experience, graduate out of it? We don't really know about these things, do we? We don't really know very much about teaching methods in driver education either.

This area is wide open for pure research, and I don't mean piddling around with the question of whether teacher A does a better job with method No. 1 than teacher B with method No. 2. It's a bigger job than that. Neither is there one best method to be structured and blueprinted. Learning, even in driver education, is too complex a process with far too many variables ever

to conform to a pedagogical mold. There never has been a single best method for teaching any life-centered subject. But the important things that pure research can do for us is to develop criteria and establish flexible boundaries for our teaching that will help guide us toward our goal. It could help us improve the teacher-student ratio in the practice driving phase, thereby reducing cost. Thus pure research, teamed up with this community-action research we've been talking about, will tend to remove a cultural lag and help to bring us in step with modern technological progress. This calls out the final dimension with which this discussion deals.

THE COMMUNITY RELATIONS ASPECTS OF DRIVER EDUCATION

Many of you recall how strongly this was emphasized last November at the National Conference on Driver Education. It was recognized that the school or college should exercise its leadership role in developing harmonious working relationships between and among all community groups regarding the driver education program. So finally, may I underscore this dimension of the problem as our potential stronghold. This kind of community relations will be our strength, because it will assure understanding and support by public officials and lay citizens. It will answer their questions about cost and about the content and the value of the program. It will help to simplify state laws governing the issuance of learner's permits and driver's licenses for those who receive instruction. It will pave the long and rugged highway toward our ultimate goal.

I have discussed with you only a few of the dimensions of our problem. I suppose I may have presented more questions about what we don't know than facts about what we do know. It remains to be seen whether the questions I have raised can be useful to us in translating what we know into wide-spread action. In closing, I would like to add, even at the risk of being dogmatic, that we know driver education to be functional education at its best. It is helping youth learn to assess the risk in *any* adventure, thus enabling them to avoid forfeiting life or limb for a single thrill. Through this program, youth learn self-guidance and self-protection. They develop social consciousness and concern for the safety of others. This life-centered learning is not an end in itself; rather, it is a means to that greater end—a good life. We must remember that our professional goal is not the excellency and glorification of a few winners. Instead, our goal, through driver education, must be a *good life for all the people*.

Education in Family Finance

PAUL D. COLLIER

TEACHERS have come to recognize that many educational movements, while they may begin on a local level, ultimately become national in scope. A movement may be considered national when, sooner or later, it has a recognizable effect on school systems, on teachers and, finally, on the instruction given to students. It is a tribute to the fluidity and flexibility of American education that it welcomes each valid new idea, because, in the last analysis, this attitude represents progress. Over the past 35 years or so, these half-dozen national movements, to my mind, have probably had the greatest impact on education:

1. *Vocational education*—This was the answer to a widespread call for young people trained in various skills and "know-how." The Smith-Hughes Act of 1917 and subsequent measures have encouraged vocational education through financial assistance to the schools.

2. *Down-to-earth objectives*—The famed Seven Cardinal Principles enumerated by the Commission on the Reorganization of Secondary Schools represent the first approach to listing the basic objectives of high-school education. The United States Office of Education distributed this statement of objectives to administrators and teachers throughout the country.

3. *Clarification of function*—After more than four years of study the Commission on the Orientation of Secondary Education, sponsored by the Department of Secondary-School Principals, made its reports, "Issues in Secondary Education" (1936) and "Functions of Secondary Education" (1937), defining the scope of secondary education as we know it today.

4. *Role of economics*—The depression of the thirties, and two agencies that came out of the depression—the National Youth Administration and the Civilian Conservation Corps—made it clear that young people are inextricably involved in the economics of our country.

5. *Definitions of function*—In its publication, *Education for All American Youth*, the Educational Policies Commission spelled out (through Farmville and American City High School) the "functions" of the Commission on the Orientation of Secondary Education.

6. *Program of action*—From 1947 through 1953 the two commissions on Life Adjustment Education for Youth designed a program of action based

Paul D. Collier is Chief of the Bureau of Youth Services in the Connecticut State Department of Education, Hartford, Connecticut.

on the recommendations of earlier and contemporary commissions and national movements. The goal of life adjustment education is to stimulate local activity, with the help of state agencies, to build a better program on the job for the job to be done.¹

One of the newer national movements, "Education in Family Finance," fits into the pattern of progress outlined above. Education in family finance is a natural successor to earlier courses in "pure" economics (so formidable that only the top quartile could gain from them), consumer education, and perhaps some others.

The National Committee for Education in Family Finance was organized in 1947 as the Committee on Family Financial Security Education. A survey conducted for the committee at Teachers College, Columbia University, revealed that teachers, textbooks, and curriculums dealt inadequately with this subject matter. Accordingly, summer workshops for teachers have been held since 1950 at various universities. From the pilot workshops at the University of Pennsylvania in 1950 and 1951 with a total of 71 teachers and administrators as students, there will be, in the summer of 1955, workshops at the following eleven universities:

University of Pennsylvania	University of Oregon
University of California at Los Angeles	Southern Methodist University
University of Connecticut	Syracuse University
University of Denver	University of Virginia
University of Florida	University of Wisconsin
Miami University (Oxford, Ohio)	

About 450 participants will be in attendance. Teachers attend these workshops on scholarships awarded by the universities. Lectures and discussions are provided on various phases of family finance. In curriculum laboratories, teachers develop materials for classroom and community use back home. Selected instructional materials developed at these workshops are available from the national committee.

These workshops are supported in part by grants to the universities from the Institute of Life Insurance which is doing this as a public service to American education.

In-service courses in family finance, consisting of lectures and discussions for teachers and administrators are now going on or have been given in Chicago,

¹The Life Adjustment Education Commission recommendations were based on four points: (a) Functional education, which emphasizes use of facts rather than mere memorization. It helps youth to accept responsibility as workers, as family members, and as citizens. (b) Balanced program, composed of the same type of learning for all, although it is not necessarily identical everywhere. In the last years of high school each youth is given the opportunity to "major" or specialize. (c) Availability of major services in secondary schools, including health, library, and guidance services and special programs for exceptional students such as the handicapped, retarded, and gifted. (d) The "American Process" of education, characterized by youth participation in planning, managing, and evaluating their educational activities. I call this the "American Process" because our school system uniquely helps youth to become mature, self-directed persons, capable and willing to make their own decisions.

New York City, Lansing, Philadelphia, New Orleans, St. Louis, Oklahoma City, and many other communities. Organized by alumni of the summer workshops, these courses help prepare teachers for more effective classroom instruction in money management. They are indicative of the logical growth of the program in local communities where both professional and lay groups share in supporting this kind of educational experience for young people.

I believe that a majority of teachers agree that youth need functional education, although they do not always get it. Education in family finance helps to fill an important part of this need.

The American home is undergoing change. Parental supervision, to some extent, is decreasing because both parents are more often involved in economic and social activities. The school must help youth to accept their added responsibility for self-supervision. Employment for young people is a factor of growing importance in our lives. Financial problems accompany these changes, and youth must be equipped to solve these problems wisely. As envisioned by the National Committee for Education in Family Finance, youth can be given the help they need, even by an educational system pressed by a shortage of teachers. The key, of course, is to help youth solve its own problems.

Twenty-five years ago it was generally believed that only superior students could grasp economic concepts. Time has disproved that point of view. The experience of the family finance workshops, moreover, has shown that school programs adjusted to the maturity level of high-school students are readily absorbed and put to use by students.

Time and again, teachers in various courses have successfully integrated the subject matter of family finance smoothly and effectively. These courses include home economics, business education, mathematics, social studies, family living, and guidance at the college as well as secondary-school level. Even teachers in the elementary schools find that some of the simpler concepts about money and how to manage it can be successfully imparted to children beginning in the first grade.

I have two words of counsel to school systems that are contemplating the integration of family finance education in their curriculums:

1. A shortage of qualified teachers is expected in all fields as the high-school population increases, and teachers for newly emphasized program elements are likely to be most difficult to obtain. Unless in-service activities are organized locally, training in money management for boys and girls may be retarded or even neglected.

2. Education in family finance should be introduced as an added study load. This will avoid handicapping the program if other important subject matter is unceremoniously dropped or de-emphasized. In most instances students will be able to cope with another field of study; there is a feeling among many educators that study loads are often lightweight, when measured against the capabilities of students.

Education in family finance is based on real problems, with unlimited possibilities for application and evaluation. Thus, retention of knowledge and effectiveness of learning are both increased. It helps the student to identify, analyze, and solve his own problems. The resulting feeling is one of security, rather than frustration and helplessness, and contributes to emotional stability. It prepares the student for many of the inevitable stresses of adult family life. Outside of complete breakup of the home, there is nothing so disruptive to family life as mismanaged income.

It helps youth to take a practical and realistic view of family income, leading to increased respect for the dignity of earning. It should renew interest in work experience, occupational study, and family relationships.

It helps youth to achieve desired outcomes in terms of character and behavior, through development of sound attitudes and values regarding the use of money and through encouragement to make the wisest choice in a given instance. It is desirable for youth to weigh various alternates before choosing the appropriate action.

CAREER CONFERENCE

SOME 100 high-school students and advisers from New York City, New Jersey, and Westchester, Nassau, and Suffolk counties attended the second annual Conference on Careers in Retailing at New York University. The one-day conference was held in conjunction with "Careers in Retailing Week," which was sponsored nationally by the American Collegiate Retailing Association and the National Dry Goods Association. Talks were given on opportunities in retailing and preparation for the field by Dean Charles M. Edwards, Jr., of the NYU School of Retailing and Assistant Dean Charles A. Dwyer of the School of Commerce, Accounts, and Finance.

Also on the program was a panel discussion by former NYU students. Dr. Harold O. Voorhis, vice chancellor and secretary of the University gave the welcome address. Ormond J. Drake, assistant secretary of the University presided at the Conference.

Mary Sabel, personnel director of Ohrbach's, Inc., spoke to the group at a luncheon in the Hotel Earle. During an afternoon the conferees took a behind-the-scenes tour of Gimbel Brothers, Inc., where Joseph Eckhouse, vice president of Gimbel's and executive head of Gimbel's in New York, greeted them at a tea. Hosts to the high-school students visiting NYU were the school of Retailing, Washington Square College of Arts and Science, the School of Education, and the School of Commerce. The Office of the Dean of Admissions and Registrar served in an advisory capacity on high school relations and as co-ordinators of the Conference.

Recreation and the Teenager

RICHARD NEUBERT

THE schools have at least a double mission in the guidance of young people toward desirable recreational pursuits: to point the way toward constructive ways in which to use leisure time, and to encourage attitudes of discrimination through recreational experiences. Recreation has been defined as play, as a refreshment after toil, and as diversion.¹ Educational authority has expressed strong approval of the school's concern for the worth-while use of leisure. A. J. Inglis, leading authority on secondary education, 1915-1930, stated as his third fundamental aim of secondary education: "The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society—the Individualistic-Avocational Aim."

The Commission on the Reorganization of Secondary Education included among its objectives of secondary education the "worthy use of leisure."² The North Central Association of Secondary Schools and Colleges emphasized among its objectives: (1) health and physical fitness, (2) exploration of vocations and vocational efficiency, (3) successful social relationships, and (4) right use of leisure. Harl Douglass, for the American Youth Commission, lists six objectives, among which is the "enjoyment of life—recreation and other leisure occupations, appreciation and enjoyment of environment in general."³ Almost a half century ago Herbert Spencer defined education as preparation for "complete living" including (1) self-preservation, (2) rearing and discipline of offspring, (3) economic life, (4) social and political relations, and (5) leisure. More recently the ten imperative educational needs of youth included: (7) All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature; (8) All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.⁴

The accompanying statement to the "Educational Needs of Youth" as enunciated by the Co-operative Study of Secondary-School Standards is indicative of

¹Webster's *Collegiate Dictionary*. Springfield, Mass.: G. & C. Merriam Co., 1943.

²"Cardinal Principles of Secondary Education," U. S. Bureau of Education Bulletin, 1917, No. 35, pp. 11-16.

³*Secondary Education for Youth in Modern America*, Washington, D. C.: American Council on Education, 1937. Pp. 17-25.

⁴"The Imperative Needs of Youth of Secondary-School Age," *Bulletin of the National Association of Secondary-School Principals*, Vol. 31, No. 145, March 1947.

Richard Neubert is a member of the faculty of the Allentown High School, Allentown, Pennsylvania.

the close relationship between aesthetic standards and the discriminating use of leisure time.

All youth of secondary-school age need: (1) to acquire knowledge and skills and to develop creative interests in areas such as fine and practical arts, hobbies, music, literature, sports, the outdoors, and social activities; (2) to be active participants at times in self-directed, purposeful activities and at other times appreciative observers; and (3) to plan the selection of their leisure activities and the budgeting of their time to provide a balance between leisure and other aspects of life. They need: (4) a program of recreation for all twelve months of the year with special provisions for their school vacation periods; (5) a recreational program which is a vital part of life; and (6) leadership and physical facilities to assist them in achieving desirable recreational objectives. They need (7) to learn to make intelligent use of the available commercial resources for leisure; and (8) to learn to use their leisure voluntarily for the benefit of others as well as themselves.⁵

One of the difficulties, from the writer's observation, of the educator's view regarding recreation is that what may be a recreational activity for the student is the business of the teacher. Singing for fun may become preparation for a concert with interest dying with each daily repetition of what was once fresh material. The art student's happy dabblings may become directed toward more useful ends, commercial art. The play instincts of boys may be motivated toward gate receipts and direction toward professional athletics. This is partly because "hobbies mean many things to many men. Music, for example is creation for a composer; a collection for the men building a record library; educational for the musicologist. It can be participated in competitively as well as non-competitively. And it is . . . a major spectator activity."⁶

Under common public pressures the coach or music teacher is likely to forget his prime responsibility to the majority of students, that of providing pleasurable recreational activity for the many, rather than producing a skilled result from the few. Yet there can be a compromise in thinking and in action. A chorus, singing well, can be having a wonderful time. In fact, if it sang miserably, it might be quite discontented with the result and have no true recreational experience. Whether skill is required of any sport, handicraft, or musical endeavor is secondary to the desire of the individuals participating and also to the character of the participation. An individual may be singing his heart out, on pitch, or he may be listening and enjoying. A boy may stand poised under the basket with lump in throat while another may be watching, equally prayerful. It is the school's job not only to provide recreational experiences for all students, but also to analyze the entire curriculum to discover what areas of this or that subject or activity possess recreational possibilities. Chemistry has vocational or avocational ends, depending on the individual. The same can be said for sports, music, art, literature, or vocational shops. A teacher, it

⁵*Evaluative Criteria, 1950 Edition.* Washington 6, D. C.: Co-operative Study of Secondary-School Standards.

⁶Menninger, William C. *Enjoying Leisure Time.* Chicago: Science Research Associates, Inc. 1950.

seems, should be judicious in tempering the stress in any given subject field or activity because of this avocational possibility. We seem never quite sure what a high-school student will do or become after graduation. It seems some degree of delight should accompany the correct pursuit of knowledge.

Authorities in the field of art appear to recognize responsibilities in awakening personal desire for beauty. Their concern for general appreciation *versus* drilled skills is evident in the words of Robert Store Hilpert of the University of California:

Creative effort may be disadvantageous to total appreciation as when one is narrowly interested in techniques. The new art curriculum will provide for genuine enjoyment of beauty wherever found, but will not demand correlative drills in the skills. . . . When the need arises for better mastery of a medium or technique to express better a student's ideas . . . there will be an excess of drive to learn the needed skill as it applies to his individual problem.⁷

The importance of recreation in the field of physical education is stressed in the same symposium by Jesse F. Williams of Columbia University.⁸ His argument tends to indict American society: "The strenuous mood that sits so heavily upon the American people, who have no siesta, no afternoon tea, and no Chinese philosophy, wants even recreation to be profitable—as good for the health, or as promoting business contracts. May the new world help us to understand that play is good for itself alone; it belongs in the good life."

Mursell⁹ agrees that music education also has a part in developing recreational opportunities for youth. Music has always served this purpose in human affairs. It has certainly done so in our country, as the great body of American folk and popular music recognized in recent years amply attests. Even the most detached observer of life, he concludes, would say that it (music) supplied something that human creatures obviously want, that it gave them a sense of relaxation, renewal, and togetherness which is perfectly summed up in the literal meaning of the word "re-creations."¹⁰

Andrews and Leeder¹¹ add a note of agreement in the field of music in advising that music classes should not always be a place where boys and girls are striving mightily to reach objectives. In real life, they add, people most often sing, play, and listen to music as a means of recreation and enjoyment. At least at times the same situation should prevail in the music class.

Against this background of educational accord regarding the value of recreational experiences for students there remains the challenge of ways and means to offer the most abundant opportunities for all teenagers. Various

⁷Hilpert, Robert Store. "Art in the Curriculum," from *Symposium, The High School Curriculum*, by Harl R. Douglass, editor. New York: The Ronald Press Co. 1947.

⁸Williams, Jesse F., "Physical Education in the Curriculum." *Ibid.*

⁹Mursell, James L., *Music in American Schools*. Boston: Silver Burdett Co. 1943.

¹⁰*Ibid.*

¹¹Andrews, Francis M., and Leeder, Joseph A., *Guiding Junior High School Pupils in Music Experiences*. New York: Prentice-Hall, Inc. 1953.

aspects of the curriculum might be analyzed to discover possibilities for recreational guidance in a large comprehensive high school.

1. Art, General Crafts and Photography
 - a. Painting, outdoor sketching
 - b. Clay modeling, soap sculpture
 - c. Ceramics
 - d. Photography
2. Dramatics and Speech, Verse Speaking Choir
3. Industrial Arts
 - a. Wood and metal shops
 - b. Leatherwork
 - c. Model planes
4. Music
 - a. Choirs, orchestra, band
 - b. Music clubs
 - c. General music classes:
 - (1) TV guidance; films with musical background
 - (2) Local concert interest, symphony, choral, ballet
 - (3) Singing and listening; build record library
 - (4) Develop tastes and interests
 - d. Creative composing and arranging
5. Physical Education—Girls and Boys
 - a. Hockey, tennis, swimming, basketball, lacrosse, golf
 - b. Modern dance, archery, tumbling
 - c. Football, track, baseball, wrestling, gymnastics, soccer
 - d. Badminton, fencing
 - e. Summer sports program
6. Clubs

a. Chess	f. Square Dance	i. Dramatic
b. Garden	g. Stamp and Coin	j. Short story
c. Knitting	h. Subject area	k. Hiking
d. Lens	(1) Language	l. Nursing
e. Radio	(2) Mathematical	m. Dancing
	(3) Science	n. Puppets
7. Science

a. Nature study	d. Entomology	g. Conchology
b. Mineralogy	e. Zoology	h. Meteorology
c. Horticulture	f. Forestry	i. Astronomy
8. Social Group Work
 - a. 4-H Club
 - b. Future Farmers of America
 - c. Hi-Y and Tri-Hi-Y

The close kinship between recreation and aesthetic development can be noted in the following suggestions for finding sources of aesthetic satisfactions in oneself:

Taking greater responsibility in providing home and community resources for aesthetic expressing (building a collection of records; helping select the school's collection of records; purchasing sheet music or songbooks for home or club; helping in plans to open school art studio; selecting pictures for one's own room; helping build a better school library; taking action to secure a choral or orchestral group, a dramatic club, hobby clubs).¹²

In developing increasingly effective techniques in using varied media, students might co-operate in the production of a play, play in the orchestra, assist in the making of costumes or constructing scenery. They can listen to opera and symphony; experiment with the modern dance; work with metals, wood, plastics, and leather; and attend concerts, exhibits, and museums.¹³

Teachers can assist students in taking steps in developing special interests and abilities: deciding whether to elect special classes in art, whether to continue with music, whether to try out for the school play, considering whether a special interest should become one's vocation, determining how much time and money to spend on a hobby. Students can be led to achieve artistry in daily work, such as planning layouts of the school paper and yearbook, experimenting with new recipes in cooking, planning decorations for a party, making clothes, and finding how to keep a useful and satisfying notebook.

The major problem seeming to rest with our high schools is that of taking a serious attitude toward building a recreational program. Increasing vocationalism has tended to make the high school a place in which to learn to make a living. Although school philosophies may proclaim an interest in the recreational needs of youth, definite provision for these needs is often lacking, according to the writer's observation in several high schools. It may be that we need to develop an attitude toward recreation within our schools. In the constant chase for definitions, for skills, and for a command of fundamental processes, we may be erasing genuine interest. Douglass contends that in addition to vocational education and education for civic responsibilities, health and recreation should hold a major place in the curriculum for the terminal education of youth.¹⁴ In cultivating an interest in recreational needs of girls and boys, teachers might pay attention to psychologists, one of whom admonishes: How you spend your leisure hours is almost as important as the way in which you spend your work and school time. Through extracurricular activities and hobbies, you will have the opportunity to develop many satisfying activities.¹⁵

Through a program of home-room guidance, teachers may play a more meaningful role in directing teenagers toward worth-while recreational activities. "Life Adjustment Booklets," such as the *High School Handbook* by

¹²Stratemeyer, Florence B.; Forkner, Hamden L.; McKim, Margaret G. *Developing a Curriculum for Modern Living*. New York: Teachers College, Columbia University. 1947.

¹³*Ibid.*

¹⁴Douglass, Harl R., editor. *The High School Curriculum*. New York: The Ronald Press Co. 1947.

¹⁵Bennett, Margaret E. *High School Handbook*. Chicago: Science Research Associates. 1950.

Margaret Bennett, consulting psychologist of the Pasadena City Schools, and *Enjoying Leisure Time* by Dr. William C. Menninger, are excellent guides for the high-school student toward a more intelligent conception of recreation in its truest sense. Our teenagers will be less of a problem when they learn that recreation implies the *constructive* way in which people use their leisure. When they discover through teachers that recreational pursuits can benefit their physical, social and emotional well being, a new respect will probably ensue. As they are directed to see the future vocational possibilities of a present hobby, a more intense interest should result.

A new sense of pride will accompany any effort to create—in the shops, the music classes, or art studio. In directing teenagers toward greater self-discovery through recreational interests, the teacher and the school is nearer the goal of developing the total personality of the individual.

RECREATION PROGRAM

PHOENIX Technical High School of Phoenix, Arizona, is operating a noon-time recreation program under the leadership of George Endres, Physical Education teacher and head football coach. The program was set up for two purposes: first, to provide another means of broadening the educational opportunities of Tech students; and second, to provide a means of keeping students on campus during whatever spare time they may have during the lunch period.

The program includes a regular calendar of activities. On Mondays there are speakers and demonstrators from outside the school; on Tuesdays, special school-sponsored activities are highlighted; on Wednesdays, Arthur Murray dance instruction is given; on Thursdays, there are such special events as basketball free throw contests, "beat-the-clock" competitions, and hobby shows; on Fridays, the "Technicians of Rhythm," Tech's own dance band, provide music for all-school dances.

Mr. Endres reports that seven to eight hundred students are participating in these programs, and Mr. Woodrow Le Sueur reports not a single complaint from a neighbor since the program started. Most of the activities so far have been conducted inside. When the weather warms up and the covered patio is completed, a new series of noon-time activities will begin.—*Superintendent's Newsletter*.

AN ANNOTATED SCIENCE BIBLIOGRAPHY

THE Science Committee of the New Jersey Library Association announces the publication of the fifth edition of their booklist for the general reader: *Meet the Sciences*. This booklet is based on the original *Meet the Sciences* list prepared by Marian Manley, former librarian of the Business Library of the Newark Public Library. In this new listing, books are listed in such areas as: understanding man (How did he get here?), living things, science in the service of man, and sea and earth around us. Most of these books are current, in print, and contain annotations. The list also suggests materials for displays and gives the librarian an aid to evaluate his current science offerings. Copies are available for ten cents for a single copy from the New Jersey Library Association, Publications Expediter, State Teachers College Library, Broadway, Newark 4, New Jersey.

Motivation

J. RUSSELL MORRIS

ONE OF the wisest statements ever made is that "A man is only half himself; the other half is his expression." To motivate people, to get them to act, to do things they need to do to attain educational and life goals, demands expression on your part that will leave an active impression on the other person. Everything that is within you, your spirit, your emotion, your intelligence, must be made dynamic to those on the outside.

Whether we speak, write, guide, or teach, our means of expression is simply our ability to make an impression. Unseen, unheard, unfelt, we cease to be individuals. Is our doubtful status as members of society due to our failure to bring our goods to market by means of favorable impressions? Has not classroom technique (motivation) been sorely handicapped because of the dullness of the "tools" that sell? Analyze if you will the lives of history's "great men." They all had a commonality. It was excellence of expression and it was individualistic.

Personally, I don't believe in a ready-to-wear acceptance of prefabricated phraseology and recourse to a supply dump of worn out metaphors as a means of getting people to act. These props have lost whatever evocative power they may have once held, and their use today simply indicates that many teachers and most politicians are using them only to save themselves the effort of thinking, to cloud issues, and to give the appearance of solidarity to pure wind.

I do not wish to tread a path of criticism, I intend merely to point out a perhaps long, unusual highway, now overrun with weeds of crisis, disruption of routine, and unusual situations. This truth is self-evident; our present education under various shaping influences has strayed far from the human, natural way. To bring it back to life and health, to produce a better crop of adults, co-operative, investigative, and at peace with their neighbors will certainly call for more than unqualified acceptance of the past. A mirror held to the facts and fancies of teaching surely should indicate that an era of innovation is at hand. It will require a doctoral staff of many bold experimentors with initiative and dissecting ability to show the way. I bring some operating techniques for modification of human behavior from behind the screen of ideologies. The theme is small, the title grandiloquent.

Is there not some dogma, some ritual, that would imprint forever on the mind of the teacher this fact: that, before students can be influenced, it is

J. Russell Morris is Professor of Education in Chico State College, Chico, California.

necessary to capture their attention? Call it a truism if you will, but it holds pragmatic that, whosoever captures the attention of others, it is he who can best influence their actions and impregnate their minds. A simple device easily adaptable to the classroom is the use of dramatic movement. Things that move capture our attention, whether they be moving lights or moving stories; but movement alone is insufficient unless it has the element of drama. For you, friend teacher, this simply means you have to develop a flexibility of speech, an element of timing, inconspicuous notes, if any, and no shyness about effects.

The love of spectacle is perfectly sound. There is no truth in the belief that artistic brilliance invariably conceals an empty mind. If you are inclined to doubt this, recall your own college experiences. Invariably you will find that those who influenced you the most were with a combination of eloquence and personality. Further, it wouldn't take much thought to conjure up from somewhere in your past a memory of incoherent mutterings that made time stand still and inspired homicidal thoughts. We produce in others the attitudes and feelings we reveal in ourselves. To interest others, we too must radiate interest, for it tends to become infectious.

The mere giving of information rarely makes any appreciable difference to a student. As teachers we have to tie our subject in somewhere with basic wants and needs. The youngster who has been "atomized" with health facts by parents, teachers, and health nurses without apparent results, becomes vitalized with factors of conditioning when he wants to make the "team." With desire as an incentive, life habits may easily become established. So at the risk of being called didactic I repeat: the statement of facts or the recital of statistics, if not directly connected with an appeal to a want or need, will be ineffectual. Good teachers hook their appeals to fundamental motives. Preaching, scolding, and expostulation are more often a sheer waste of time. The old bromides such as, "This is for your own good" or "This is what every young man should know," are meaningless unless tied to the realities of life. The more current these realities are, the more effective they become.

Good teachers paint word pictures. Most of us know that people are visually minded. They can use and understand pictures better than they can explanations. Simply to make the statement that people of other nations are starving and that we should do all in our power to help will create but little impression. On the other hand, show them vividly a person in need, paint a picture that they can see, and all restraint won't hold them back.

Your subject must step out of the picture as an animated, real, living thing. Your subject must become an object, concrete, convincing and unforgettable. Modern instructional aids developed by the Armed Services have given impetus and some insight even to the skeptic. We write words on the board; we gesture,

orate, and admonish. No wonder, as one has written, "good teaching is largely a matter of basal metabolism."

No discussion of motivation would be complete even in 1,000 words without touching on the most vital attribute of all, self-confidence. The greatest poison in education today is indefiniteness, indecision. Self-confidence is the hallmark of the leader. How can we get it and how can we apply it? First, you must sell yourself on what you are teaching. You must seek the truth, the right, the excellence in the think you are doing. You can never sell yourself on something cheap, false, or wrong. The longer you gaze at the truth, the more convinced you should become that you must fight to uphold it. The conviction gets itself across to whomever you speak. They become "sold" by the very fact that you are "sold."

It isn't hard to develop self-confidence. Simply know that you are right. The continued repetition and reflection on this knowledge should keep your self-confidence constantly nourished. It assists your students in making up their minds. It creates trust and does much to convince the paying public that their money and support are safe with you.

In the final analysis, you are the captain of your ship. Students no more than passengers want the "captain" to go about his duties with an apologetic cough. It is not intended to imply that teachers should be overbearing or pretend omniscience. Heaven forbid. There are too many teachers of this type in our schools now. However, I do mean that a good teacher when necessary should admit his ignorance openly and, oftentimes, frequently.

The things the teacher does know, he knows better than his students, he knows them in a far different manner, and he knows that he knows them. That is what I mean by self-confidence. Given a mastered subject and a person committed heart and soul to teaching it, a class willing to think, listen, and be led; the net result will be, under God, as near to teaching perfection for men and angels as it is fit to go.

ART EDUCATION

THE condition of art education in the secondary schools is highly uneven and irregular. There is usually at least one art teacher at work in most junior and senior high schools, but many secondary schools still do not employ any art teachers. In many junior high schools the students are required to take one or perhaps two semesters of work in the arts. In general, however, only about one half of all junior high school students have any experience in this field. Very few senior high schools require their students to do any art work at all and only about ten percent of all of these have any contract with the arts in their schools.

The quality of instruction in secondary school art programs is almost as varied and uneven as the quantity of the offerings. There are many excellent programs, but unfortunately, the quality of the art education programs in a good many schools ranges from the ordinary to the mediocre. The fact that some schools make no provision for education in the arts is in itself an indication of their educational delinquency.—Manuel Barkan, The Ohio State University.

You and the Classroom Teacher

ARTHUR G. COONS

AS AN administrator and educator, with sincere appreciation, I wish to commend the NAM for its efforts on behalf of the schools and colleges of America, for its well-written pamphlet publications on the problems of financial support to our schools and colleges. Your challenging statement on "This We Believe About Education" was excellent, and your succinct pamphlet on *Our Colleges and Universities and Their Financial Support* in my judgment has no peer. Whatever place you assign to education in your view of the economy and wealth and industrial progress of America, you will have to put the classroom teacher at the very center. The teacher is the mainspring of the educational process. Principals and presidents may talk but the teacher does. It is, therefore, for me both an honor and a joy to direct your attention to the great contribution of the classroom teacher.

There is not one of us but can recall the memory of at least one teacher or professor who had profound effect upon some aspect or other of our individual mental, intellectual, emotional, moral, or personality development. I can remember many of them—an early grade teacher who taught me to read and to spell; another who intervened in my first schoolyard fist fight and helped to teach me self-control; another who, after a schoolyard accident, in her care for me saved me from serious later results and took me home to become a family friend; another who tried to teach me German at the age of ten; another who took me as a shy adolescent and taught me to articulate, to speak so as to be heard and understood; another who aroused in me a love of history and got me to read something other than the *Alger* books and the *Rover Boys*; another that taught me to speak Spanish with at least elementary fluency. I could name them all, and others, and with gratitude. I mention these personal instances to illustrate the truly profound, potential influence for good of the classroom teacher—for developing skills and molding lives—and often, most often, without a consciousness of the ultimate meaning of what was being done.

And I could extend this to include my collegiate experiences—the man who first taught me economics (I did not have any idea what the subject was about when I signed up for the course, but I became finally a Ph.D. in economics); another man who stirred my idealism with the meanings of ethics;

Arthur G. Coons is President of Occidental College in Los Angeles, California. This was given at a special session on education at the fifty-ninth annual Congress of American Industry, sponsored by the National Association of Manufacturers, in the Waldorf-Astoria, New York.

another who first told me I should be a teacher, that I had a "gift" to teach; and then the man who gave me the most rigorous stretch of disciplined thinking I ever experienced and made me, at least for the while, a more humble youth.

Each of us owes a debt we can never repay for what we each received in greater or lesser measure from devoted teachers of years long past. True there were then as there are now mere time-servers, and the uninspired, in some degree incompetent ones—persons who passed over us like waves but who, in spite of it all, left an impress on the sands of our minds and personalities. But with some, if not many, the alchemy of good teaching was there and some, even though small, nuggets of gold were refined from the dross.

The glory of it is that this is going on today, in the experiences of our children, and their children; in the lives of our employees and their children; and in the quiet (well, perhaps not always so quiet) development and growth of what America is and is to become.

The greatness of this country and the wealth of America rest on many things, but I would ask you to ponder how much they rest upon the morale of our people and upon the morals they possess. True we have had the mines and the materials, the money and the machines, the methods and the management; but, along with these factors, the stability of our society and the productivity of our economy have rested on the fundamental morale and the morals of free men. No man ever yields the full output of which he is capable unless he has confidence in the order of life, or the order of economy, or the order of enterprise of which he is a part. Free labor not slave labor is the most productive because it is the most creative, the most warm and friendly, the most satisfying to all who participate. Modern American management knows this and is proud that it has developed its personnel and production programs on such foundations. But where were these foundations laid? They were laid in the permeating influences of the classrooms (and the churches) of America. It has been there that opportunity became equal; there that reward has gone to merit; there that respect for one's classmates and for one's fellows has been learned; there that democracy has become embodied as a sentiment; there that an awareness has dawned of the foundation principles of republican and a constitutional government; there that fair play has been taught; there that both competition and co-operation, enterprise and group responsibility have been urged; there that both criticism and kindly concern have been applied; there that a sense of individual and also of group responsibility has been engendered.

Modern American management justifiably can take pride in the developments of recent years. The American economic system of today, modern capitalism, is not the system of 75 to 100 years ago. It is much, much better. Had modern management been applied in the third and fourth quarters of

nineteenth-century American developments, much of the violence and many of the socialistic excesses of later years possibly would have been avoided. Also the capitalism of America today stands in bold contrast to the economies of many of the European capitalisms where vestiges of feudalism, nepotism, fear of competition, and archaic attitudes towards labor all too often prevail.

The modern classroom teacher has the responsibility to help develop understanding and discriminating judgment; to help students to understand and to use rightly the various meanings which may historically or presently be applied to democracy, capitalism, free enterprise, property, and the market; to help students know the dynamics of our society and of other contrasting societies and economies; and to help students to develop a love for and devotion to morally responsible political, economic, and social behavior.

We have heard much criticism in recent years of teachers and professors. The great bulk of it is unjustified. We need less worry and action over the negative aspects of security and loyalty and more emphasis in the thinking of all of us upon the positive aspects of loyalty and patriotism. This is why you and I should hold up the arms of the classroom teacher and encourage him or her to carry on as in the past in building positively through true education in each year and grade and generation the skills of hand and mind and heart and the qualities of character and being without which all mechanisms fail. There is no more important task for the security and the prosperity of America than that of striving to incorporate in the consciousness and lives of youth of all ages the principles, the ideals, and the values without which free society disappears.

Civilization in last analysis is moral and ethical. Without its conscience, a culture becomes mere technology. But technology is not enough for free men. Free men must have standards by which they judge, towards which they apply their skills. Slaves need make no decisions.

FILM ON DELINQUENCY

HARD Brought Up is a film story of two boys in trouble with the law and their rehabilitation through the efforts of a juvenile court judge and a social worker, with the assistance of various community resources. One of the boys is from a broken home, the other from a so-called "good" family. It illuminates subjects rarely treated on film—the child welfare services rendered by public welfare agencies, the role of child welfare workers in case of juvenile delinquency, and the relationship between social work and juvenile courts. Sponsored by the Mississippi State Department of Welfare in co-operation with the Children's Bureau of the U. S. Department of Health, Education, and Welfare, the film is forty minutes long, 16mm, black and white, sound. Outside of Mississippi, the film may be purchased at \$150 per print. For rental, apply to nearby mental health organizations, departments of health, public libraries, or film libraries. To organizations considering purchase, preview prints are available from Mental Health Materials Center, 1790 Broadway, New York 19, New York without obligation except payment of transportation costs.

Teacher, What of Willie, or Mary?

CHARLES A. TONSOR

IN THE pages of Holy Writ is the challenge "Watchman, tell us of the night." Note the "watchman," a person who has made it his duty to keep his eyes open and warn those for whom he is responsible if something foreboding danger happens. To teachers comes an equal challenge, "Teacher, what of Willie and Mary?" for the teacher, the real teacher, is a watchman to sense danger and sound a warning when some danger forbodes for one of those committed to his care.

We have tended to cut down the work that once was the teacher's into a number of separate facets. Every added facet to education tends to develop into a vested interest—an empire, and each empire head tends to develop his activity as if he and he alone were concerned in its operation and direction. As a result, we have a growing complex of direction all aimed to take over an area of the work of the teacher as if the teacher were a phonograph record with nothing else to do but play back what had previously been recorded in training school. It would be far more effective if the money spent in developing these empires were applied to increasing teachers' salaries and securing better teachers.

To change the figure with which we opened, the teacher is the keystone of the educational arch. The teacher is the one person who has intimate knowledge of the student and the teacher alone can meet that student day after day. A counselor may handle at most twenty-five! A teacher meets and handles 175! and often more. If the idea is to relieve the teacher *via* the counselor, the remedy is to decrease the size of classes and not introduce a new element into the situation which only complicates matters. If a teacher can't interview and influence pupils, he isn't worth his salt. If counseling is to be limited to those situations in which the teacher needs help, well and good. But the literature says counselors are *not* disciplinary officers; students are to bring their problems to *them*.

The teacher is the primary person in education. If we select teachers who cannot guide and advise pupils, there is something radically wrong with our means of selection. Education is guidance and the teacher's function is guidance in all its phases. Long before Brewer and his book to explain it, education was guidance. The word education means guidance, from the Latin *educo*, *educare*, a denominative verb made from the noun *edux*, guide. The Romans

Charles A. Tonsor is Principal of the Grover Cleveland High School, Brooklyn 37, New York.

needed a word to translate the Greek *pedagogia*, which meant guidance of the child. Every teacher and every administrator should keep that firmly in mind. It had nothing to do with *ducere* or drawing out powers even if the dictionary so explains it. The Latin dictionary will prove that.

Since the major work of guidance, in all its facets, falls on the teacher, every teacher needs to think over now and then his work in terms of the guidance he provides or fails to provide. Some of the finest guidance provided me while I was in high school came from my Latin teachers. The matter studied in our Latin text was used to help us in facing life.

Youth will get into trouble. Of course! Always has! Youth is an age of power and of impulse. Our task is to develop the reason as a brake upon the impulse; as a roadblock between impulse and action. Hence we teachers should periodically survey our work in the light of the characteristics and problems of youth. *We* grow older; our students, *never*. In comes another group each term and we have to go through the same routine over and over. "Why can't we do this?" "Why must we do this?" Questions which we have heard over and over during the years. Old stuff to us—but not to the student. If in that growing older we lose the appreciation of this situation and its basis in the character of youth, we reduce our effectiveness as teachers.

Four characteristics of youth we must keep in mind because they enter either as causes or concomitants into the actions of youth:

1. *Their abundant physical energy*—They rough-house for the pure joy of releasing it. They like games involving bodily contact. They have a capacity for keeping long hours and pouring out streams of physical energy. And this in turn may affect the mental energy available. Our task is to teach them how to release the one without decreasing the other. They will not, if normal, stand or sit like wooden Indians.

2. *Their interest in the opposite sex—particularly on the part of girls*—They will gather in knots in the hall, they will seek social outlets, clubs, projects, and the various outlets for this interest. We must not deny it to them regardless of how much age and the vicissitudes of life have made them passe with us.

3. *Their interest in independence*—Their self-assurance is amazing and, unless they are met half way, they tend to break with adult authority. If we continue to insist on dependence, on dictating how and what, even if we are right, they will act up. The adolescent is quite sure he can manage his affairs for himself. But somewhere between fourteen and eighteen the adolescent must learn to paddle his own canoe and, to do this, he must be granted more and more occasions on which to paddle it, even if now and then he gets a ducking.

4. *Their utter disregard of consequences*—This characteristic makes them good soldiers, and real delinquents. They will do the wrong, knowing it is

wrong, because they feel they are above the consequences. Only as we develop in them the concept of consequences do we make progress in producing a good citizen.

Only we teachers in our day-to-day contacts can build the sense of responsibility, the regard for consequences which will set youth on the right track. In doing this, we have only two governing philosophies which may be applied—one is the supplement of the other. Codes, slogans, mottoes are useless unless they result from *experience*—not from *imposition* or *composition*. Responsible action must be motivated just as any other action. The two philosophies are (1) the development of controls within the individual himself; *i.e.*, emphasis on self-discipline; (2) the development of social controls by action in a group. The first is authoritative based on an absolute moral code; the second is permissive based on pragmatic sanctions. Neither alone may solve our problems; but both applied in correct proportion certainly get us further in the direction we wish to go. The young person must be a performer, a participant; he cannot be merely a recipient or conformist.

Hence hard work and adversity often produce responsibility and self-reliance. We would expect them to produce dissatisfaction, resentment. But the young person is learning by his *own* activity and he must accept responsibility and the consequences since he alone is the source of his acts. Sometimes, when he is driven *beyond* his capacity and maturity, undesirable situations arise. But then he frequently seeks advice from others whom he respects and trusts and, thus, he learns how to handle his problems by himself. That person consulted is very often the teacher. Youth learns by watching how the teacher handles a problem.

Young people who take life in their stride, who develop outlets for their energy in acceptable activity impress others as being happy and well-adjusted and generally dependable and conscientious. A happy class atmosphere with plenty of student activity is the method required to develop responsibility.

Perhaps we must regard a fifth characteristic of youth. Youth tends to be a conforming individual because experience rationalizes conformity—not something imposed from without but something in the nature of things. They wear the same style clothes, read the same books, attend the same shows. To cut one out of the group is like knocking an electron from an atom. It generates heat and destructive energy, yet the only one who can cut a student out of the wrong group is the teacher.

If youth has good work habits, it is because they *work* for him, not because someone imposes them. If he sticks to a task until it is finished, he does so because completion is *his* goal. He likes to work because work satisfies, not because someone else orders him to, and he seeks other work when the task at hand has been fulfilled—and this often in a group, a small group, it is true. The result is the development of social-mindedness. Sharing experience, work-

ing with others are a consequence of experience and in turn develop intelligence, poise, stability, maturity, personal care.

Such young people work well with adults. Perhaps they have been fortunate in the adults with whom they have had experience—adults with good attitudes toward work, responsibility toward people. So it is that the happy individual who feels that he is accepted by parents, teachers, and other adults as well as fellows develops a high level of responsibility. Enthusiasm and follow-through become dominant characteristics. Conversely, the unhappy, maladjusted individual tends to focus on his problems, to develop resistance to people to quit on the least provocation, and to fail to conform to standards. The contrast indicates the line that therapy should take and it must occur in the usual milieu of the classroom.

If counselors are not disciplinary officers, then disciplinary cases remain the province of the teacher. These cases have their origin in class, home, or neighborhood when the activities to develop responsibility are absent. Distrust and resentment break out because the first three characteristics of youth are ignored. It is difficult for a teacher, a learned person, as he becomes older to accept partnership with youth, but he must if he is to train youth to paddle his own canoe. A multitude of counselors will not undo the evil results produced by a teacher who has grown old in spirit as well as body.

Only the teacher who works intensively day in and day out on the young person in regard to the following areas can achieve a lasting effect:

1. His attitude toward school work
2. His acceptance of responsibility
3. His ability to face reality
4. His ability to plan his activities
5. His ability to plan for the future
6. His conquest of hatreds, fears, persecution complexes, and the like which build distrust of school rules and staff
7. His strength of purpose. "The path of least resistance makes men and rivers crooked"
8. His ability to make a clean-cut break with an unfavorable past.

Yes, youth needs someone to lean on day in, day out; some one it can trust. Even the students with problems will come around because they think people care or someone cares. Often what they need is an adult upon whom they may lean and lean heavily—someone to whom they can expose what is troubling them without finding ridicule. Such is the classroom teacher. Therefore, comes the call, "Teacher, what of Willie, or Mary?"

Lesson Plan Making

C. L. SPELLMAN

A GOOD lesson plan is the heart of a good lesson. This holds as true for the veteran teacher as for the one having the first experience. Yet lesson-plan making remains one of the most distasteful and objectional tasks of many teachers. For teachers in either category, the attached anathema probably results from the fact that originally in many cases the lesson plan was presented as one of those several inescapable musts for teachers. The beautiful logic, simplicity, and pragmatic value of the instrument was not adequately revealed. The lesson taught by even the most experienced teacher will without doubt be considerably improved by the analytical scrutiny of proposed ideas and procedures required in lesson-plan making.

In my approach to lesson-plan teaching, my effort is designed to show education students that making a lesson plan is a job similar to that which any performer would make preparatory to appearing before an audience. It is stressed that a class is just a special kind of audience and a teacher is a "specialized" performer. The performer makes preparation for each appearance or presentation before an audience. The teacher should likewise make preparation for each presentation before a class.

The performer thinks through his vast repertoire and decides before each presentation the *subject* for the occasion to which he feels the audience will best respond and the methods at his disposal for presenting it. The teacher thinks through the rich field which she is to teach and decides upon the *subject* for a day's class which would be most helpful. Any plan, therefore, begins with a subject (topic, theme, or idea) to be developed. This is the *first thing* in the lesson plan. It should be clearly stated.

DEVELOPING PROCEDURE

The *next phase* of development requires asking oneself the question, "For what is this lesson, topic, or theme being taught or explored?" The answer provides a list of *objectives* to be accomplished. In order that the teacher may keep within a desired frame of reference and continually headed in the right direction, it is desirable to list the derived objectives as part two of the lesson plan.

A teacher may approach a class having in mind a good lesson to be taught, but suffer the ignominy of seeing it die aborning for lack of class enthusiasm.

C. L. Spellman is Director of Student Teaching at North Carolina College at Durham, North Carolina.

This is exasperating for a veteran teacher or a new one. Such could hardly happen if the teacher had exercised the foresight to lay a *plan for launching the lesson*. For success, the teacher must quickly intrigue and involve the interest, imagination, and energy of the class in the topic or subject for the day. Several potentially productive avenues immediately project themselves:

A. *A challenging question for the class*—What would probably happen in Europe if United States would stop furnishing military and financial aid to the European countries?

B. *A momentous statement to the class*—The United States now has a hydrogen bomb powerful enough to destroy an entire country.

C. *A striking demonstration before the class*—Invert a glass jar over a lighted candle and see what happens.

D. *A sobering picture shown the class*—The fire-ball of the latest A-bomb explosion.

From such beginnings we reach out and grasp our pupils and involve them into a lively session almost without their or our realization of it! Make the *plan* for launching the lesson *item three* in the lesson plan.

TEACHING AIDS

We have passed from the age of textbook teaching and rote memory into an era in which we seek to enlist all sensory perception of pupils in the learning process. The good teacher enriches and heightens interest in, and effectiveness of the lesson by choice and use of timely *teaching aids*. There are few kinds of lessons to be taught now for which there are not available a generous variety of teaching aids. Adequate preparation for teaching, therefore, indicates that the teacher should select and have available at the proper time suitable teaching aids such as: pictures, maps, charts, slides, models, transcriptions, recordings, recording machines, apparatus, magazines, films, filmstrips, etc. And lest the mind prove fickle, the appropriate teaching aids for the lesson to be taught should be listed as *item four* in the lesson plan.

A subject, objectives, plan for launching, and teaching aids do not completely insure a good lesson. In addition, there is needed *some procedures* (activities) to follow. These should be stated as *item five* in the lesson plan. If each procedure suggested is started with a dynamic word, it is more likely that the class will show vitality. After some skill in conducting classes, it even may be possible to suggest time limits for certain activities to be used; for example,

5 Min.: (CHEMISTRY)—*Demonstrate the need of oxygen for combustion by inverting a glass jar over a burning candle.*

10 Min.: (SOCIAL SCIENCE)—*Discuss the possible effect of the death of the Japanese fisherman from A-bomb ash burns on Japanese-American relationships.*

1 Period: (BIOLOGY)—*Conduct a field trip to the pond behind the school to observe and collect water animals.*

15 Min.: (ANY CLASS)—*Supervise the study of a specified phase of the subject.*

LOOKING AHEAD

Somewhere in the process, or sometime before the end of a class, groundwork must be laid for the future. As a *sixth* and final item in the lesson plan,

the teacher will want to make *an assignment*. The assignment will have a subject or central idea on which the efforts of the future will be expended. An assignment with a nebulous central idea cannot be expected adequately to motivate students for future performance. The subject of the assignment will be the subject for the next lesson of the series.

Many daily lessons are near failures because previous assignments have been poorly conceived. For a plan to be effective, it must precisely detail for the students desired activities and experiences. It will be most effective if the teacher is skillful enough to involve the pupils in setting up and outlining the details of the assignment. When teachers and pupils plan together, better efforts and results by students are the general outcomes. Certainly a well-conceived assignment is the basis for hope for a lively lesson on a coming day.

There are a few rubrics of which each teacher should be mindful in *developing* the assignment. (The term *developing* is emphasized because it has a finer connotation than the term *making*.) At the very beginning it must be recognized that in any class heterogeneously constituted, there will likely be students representing three learning-levels; to wit, slow learners, average learners, and rapid learners. It is, therefore, logical that the assignment should contain suggested activities of graded difficulty in order that pupils of each learning group may obtain some satisfactions while participating in the experience.

It will be important to point out to the students specific places where they can find help for executing the assignment. The topics and pages in their textbooks will come first; but no teacher should confine self or class to textbooks. Specific topics and pages in other reference books, encyclopedias, magazines, pamphlets, etc., should be listed. Probably the slow learners and the average pupils will move into these latter sources with greater ease than they can move in their textbooks.

In the above, it should be emphasized that the page location of assigned topics is important. Where we have pupil transportation on which pupils must leave school at a scheduled time, the giving of page numbers will prevent dissipation of much valuable time by the pupil, even though there are high merits in having pupils develop ability to find answers for themselves.

A good assignment identifies for pupils areas of difficulty which must be expected and overcome in the new work. Often a lesson is not adequately prepared by pupils because they veneer over difficulties without solving them and possibly without recognizing them. It is, therefore, desirable to point out such things as new words, unusual uses of familiar words, covert meanings, subsuming principles, tricky spellings, unexpected relationships, etc. In addition to identifying areas of difficulty, suggestions for overcoming them should be offered.

In the preparation of pupils for future lessons, the teacher should capitalize upon activities in addition to reading since it is known that all pupils do not

read with equal speed, facility, or comprehension. Other activities that may be provided in the assignment include: experiments, observations and reports, interviews, personal research, visits, written exercises, drawings and sketches, individual or group projects, collections, *etc.* Pupils who are unable to interpret the formal written page of the textbook often arrive at acceptable comprehensions through other media.

The thesis of this paper is that a good lesson plan is a pragmatic necessity for any teacher. Its preparation does not require any effort beyond that which any good artist would make for his appearance before an audience. There are only six parts to the lesson plan:

- a. A subject
- b. A statement of desired objectives to be accomplished
- c. A plan for launching the lesson to be taught
- d. A list of the teaching aids to be used in presenting the lesson
- e. A list of the procedures (or activities) to be used in the class to make the presentation or development interesting and satisfying
- f. An assignment to continue pupil learning when the present objectives have been accomplished

DON'T FILE-AND-FORGET OPEN HOUSE

THE School Open House, after all the planning, time, and effort that went into it should not become a file-and-forget matter after all the parents and patrons have gone home. Rather, its shortcomings and successes should be examined carefully with an eye to NEXT year's bigger and better Open House. This was the reason Principal C. F. McCormick of Jarrett Junior High School, Springfield, Missouri circulated a questionnaire to all staff members immediately following an Open House observance at the school. Central office administrators thought the questionnaire form was so valuable they mimeographed it for use in all of Springfield's 36 schools. Some of the questions teachers were asked to fill in were these:

What parental attitudes did you encounter during the evening? Give typical examples by quoting their comments as nearly as possible.

What percentage of attitudes were favorable?

Did you discuss important school problems in the time you had?

How many students introduced their parents to you in a skillful manner?

Did you assign students in your classes to participate in some way in the evening's program? Did they do the assigned job effectively?

Was the evening too strenuous for teachers' physical energies? If so, how, can we make Open House less strenuous?—From *Public Relations Leads for Secondary-School Principals*, published by the National Public Relations Association, a department of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The High School and Social Class Structure in America

NORMAN LOWENSTEIN

THE investigations of Hollingshead,¹ Warner,² Davis,³ and other sociologists have shown that the social structure in towns and cities of the United States can be described in terms of a hierarchy of classes set up on the basis of family prestige, source of income, occupation of the breadwinner, and residential area. To many Americans, this set-up appears to be contrary to the ideal of democracy which is an integral part of our cultural heritage. However, a realistic appraisal of the situation indicates that:

1. Social class stratification in America is largely the result of our "free enterprise" type of economic system
2. Educators can do little to alter the class structure of our society at the present time
3. Since teachers and school administrators are themselves members of social classes (usually the upper middle or lower middle class), it is difficult for them to understand and respect the values, behavior patterns, and problems of students belonging to other classes, particularly the lower class
4. Teachers, school administrators, and guidance counselors who can manage to overcome their own class prejudices are in a position to help the students of each social class to accept and respect students of other social classes and also to help certain students to move from a lower social class to a higher one.

DEMOCRACY—THE AMERICAN IDEAL

The ideal of democracy, as set forth in the Constitution, is essentially that of political democracy. Certainly, the founding fathers planned a type of governmental machinery designed to achieve this goal. In many small towns and rural communities, a fairly close approximation to the ideal of political democracy has been realized, particularly in communities where town meetings are held regularly and the candidates for office are known personally to the electorate. Unfortunately, the situation is quite different with regard to the election procedure in large cities as well as for state and Federal positions since relatively few voters participate in the selection of the candidates and seldom know very much about their qualifications.

¹Hollingshead, A. B. *Elmtown's Youth*. New York: John Wiley, 1949.

²Warner, W. L.; Meeker, M.; and Eels K. *Social Class in America*. Chicago: Science Research Associates, 1949.

³Davis, A. *Social Class Influence upon Learning*. Cambridge: Harvard University Press, 1952.

Norman Lowenstein is Lecturer in Psychology of the Adult Education Department, Brooklyn College, Brooklyn, New York; and Vocational Adviser in the James Madison High School, Brooklyn, New York.

In the realm of social and economic life, however, there is only a limited kind of democracy in our country. Although it is possible for an individual to rise to a higher social class than that of his father, it is becoming increasingly more difficult to do so because of the trend toward cartelization of industry and the prevailing practice of handing businesses over from father to son. The notion that free movement from the lower to the upper classes is a prerogative of every American, which Warner calls "The American Dream," probably stems from the rugged individualism and absence of social-class stratification in the early frontier days as well as the era of expansion of the last century when the great fortunes were amassed by the merchants and entrepreneurs of that time. This myth has been fostered by the Horatio Alger stories, success biographies, Hollywood movies, popular magazines, "soap operas," political demagogues, and school teachers. The class structure of our society is further complicated by the tendency of some native-born Americans of all social classes to discriminate against the members of certain foreign-born and religious groups.

To add to the confusion, there is a rigid color caste set-up in the United States which prevents Negroes, Latin-Americans, and Orientals from engaging in free social relations with whites. As Davis puts it, "There are three of these broad systems of status, each of them tending to restrict the cultural and, therefore, the learning environment of the child in these strata. These three types of status-groups are: (1) social classes, (2) the ethnic or foreign-born groups, and (3) the color-castes."⁴

SOME PRACTICAL PROPOSALS

Sociologists have clearly demonstrated that class stratification in the community is reflected in the social relationships among high-school students, their attitudes toward each other, and the attitudes of teachers and school administrators toward students whose social class status is different from their own. It is, therefore, of prime importance for every teacher and school administrator to examine his own prejudices and system of values in the light of his social-class status which is, in most cases, middle class. One result of the middle-class background of most educators is that, as Davis puts it, "The school culture itself is a narrow selection of a few highly traditional activities and skills, arbitrarily taken from middle-class culture as a broader whole. . . . The skills most highly valued by middle-class people are verbal comprehension and fluency."⁵ This type of school set-up results in a grave injustice to the lower-class pupils who constitute a very large part of our school population. Unfortunately, the attitude of far too many teachers and administrators is that children who are not academically minded (usually lower-class pupils) are stupid, lazy, worthless, and potential delinquents. Even guidance coun-

⁴*Ibid.*, p. 6.

⁵*Ibid.*, p. 90.

selors, not realizing that such youngsters have a value system different from their own, sometimes have difficulty in establishing rapport with them.

The traditional curriculum in the high school has failed to meet the needs of many lower-middle-class and most lower-class children in spite of the creation of the general diploma track and the addition of vocational subjects. As Davis remarks, "The greatest need of education is for intensive research to discover the best curricula for developing children's basic mental activities. . . . The present curricula are stereotyped and arbitrary selections from a narrow area of middle-class culture. Academic culture is one of the most conservative and ritualized aspects of human culture. Its formalization, its lack of functional connection with the daily problems of life has given bloodless, fossilized character to the classroom."⁶

By and large, the development of the core curriculum may be regarded as a step in the direction of breaking down social-class barriers in the schools, provided that homogeneous grouping is not used in setting up the core classes. If youngsters from the various social classes are encouraged to work together on common projects which bring them into contact with the community, it is possible that they may learn to recognize and respect each other's cultural differences. Some opposition to such a program is to be expected from some upper-class and middle-class parents as well as from those teachers and school administrators who are unable to overcome their prejudices against lower-class children.

The most promising development along these lines seems to be the community school, particularly when the school projects are organized in such a way as to enable students of the upper classes to make contact with the lower-class residents of the area or when projects involving manual labor such as construction jobs are undertaken. Such activities permit upper-class and middle-class youngsters to see for themselves how the people "from the other side of the tracks" live. They also help them to appreciate the dignity and social worth of manual labor. Moreover, those lower-class children who are not academically minded have an opportunity to reveal manual dexterity and mechanical aptitudes, if they have any, and may be made to feel needed and appreciated in the school set-up.

In the past, the mobility of lower-class students into the higher social classes has been largely based upon scholastic ability or, in other words, their capacity to absorb middle-class culture patterns and values. With the tremendous development of technological processes in our economic life, "blue-collar" work has not only become more remunerative but has also acquired a somewhat higher prestige rating than was formerly the case. The prestige value of jobs requiring "know-how" has been still further enhanced by the development of vocational programs in colleges and junior colleges and the creation

of publicly supported technical schools beyond the high-school level such as those now operating in several cities of New York state.

In time, this change in the prestige rating of the skilled and technological occupations should be reflected in further changes in the high-school curriculum along the lines of (1) a greater variety of technical courses offered as electives, (2) the development of more effective work-study programs beginning on lower grade levels, and (3) the development of types of core curricula which are designed to enable students of different social backgrounds to work together on school projects.

The process of educating school personnel with regard to the importance of social class stratification in the school set-up may be accelerated by: (1) the inclusion in teacher-education programs in colleges and universities of courses in educational sociology which center upon educational problems resulting from social class stratification; (2) the inclusion of similar courses in the in-service training programs of public school systems; and (3) the further expansion of pupil personnel services in the high schools provided that guidance counselors are trained to be aware of social class differences among students.

A FILM ON EXPLORATION

NEXT best to actual participation in an exploration in the river itself is the viewing of *Dangerous River*, a recent Bailey Films, Inc., release obtainable from the film making and distributing firm at 6509 De Longpre Avenue, Hollywood 28, California. The picture recounts the adventures of a group of archeologists from the Smithsonian Institute which set out from Greybull, Wyoming, to explore the Big Horn River. Members of the party pass through precipitous canyons, observing the wild life—deer, elk, cliff swallows, eagles, herons—on the banks and near their overnight camp sites. Below Sheep Canyon, they discover on shore the remains of an ancient Indian campsite. In a canyon further on, rare ammonites provide evidence that great seas covered parts of Wyoming in Cretaceous times. They continue down the river; they note high water marks 30 to 40 feet above the present level. Beyond, the evening star flower, western cactus, and beautiful butterflies appear. Trout abound in the river. Chain Canyon, a rustlers' hangout of the 1890's, is explored. On the last day of the voyage comes the final test for men and boats; shooting the Big Horn rapids, men and boats come through safely. The trip is an adventure, and the persons on it have gathered for the Institute valuable archeological data. 17 minutes, color \$175, rent \$7.50; black and white \$90, rent \$5.

Co-Op Study Halls--An Experience in Student Participation

MRS. BINA D. HOUSE

THE EFFECTIVE school in a democracy must give its pupils an intelligent understanding of the issues of democracy—and make them skillful in the co-operative activities through which democracy must function.¹ With this wisest and most basic of educational goals as its guide, Proviso's Co-op study hall system offers its students the opportunity to practice those democratic skills of self-direction and leadership, the mastery of which promotes the best and most useful citizenship.

The organization of "honor" and "student-governed study halls" is a growing movement in secondary education with an increasing number of schools trying them out or enlarging them. As long ago as the late 1920's Proviso instituted a short-lived experiment with an honor study hall. This experiment was revived in 1947 under the leadership of the former superintendent, Earl R. Sifert, recently appointed Director of the U. S. Army's Dependents' Educational Organization in Germany and France, and of the assistant superintendent, C. C. Taggart, both of whom have given constant and invaluable encouragement, support and advice. LeRoy Knoepfel, Proviso's new superintendent, continues the administrative encouragement and support with which this movement in citizenship-training has been blessed.

The two distinguishing features of Proviso's Co-op Study Hall System are its voluntary aspect: all Co-op members are now enrolled by their own application, and the large degree of real student responsibility for its administration. Under Mr. Taggart's wise directive that a slow growth would be more lasting, the system has enlarged steadily until it now administers forty-two separate study-halls during the school day and enrolls at some time during the week some 1,200 Proviso's 3,700 students. Curriculum-wise, the system permits, as its very least function, the release of a number of teachers for other assignments. Last semester, for example, eight full overflow lunch-hour study halls, in vacant classrooms and under the supervision of two teachers, worked toward acceptable standards for inclusion in the Co-op system this semester.

At the Co-op system's inception, a study hall was designated for its exclusive use. A small group of interested students was brought together to be presented

¹William Heard Kilpatrick, Quoted by Lillian Kennedy Wyman in *Character and Citizenship Through Student Government*. Philadelphia: John C. Winston Co. 1936. P. xiii.

Mrs. Bina D. House is Faculty Adviser in the Proviso Township High School, Maywood, Illinois.

the problem of themselves working out an acceptable policy and organization by which students could take complete responsibility for running their own study halls. Many, almost daily, after-school meetings were held, a number of faculty members consulted, and some research done to discover the experience of other schools in the same type of experiment. Enthusiasm mounted, often to a white heat with discussion and the clash and exchange of ideas; the entire group, including myself as faculty sponsor, learned really to appreciate, then and there, the struggles and achievements of the founding fathers of our nation. The organizing committee and the successive early student administrations were out to "show the teachers," quite belligerently in fact, "what the kids could do." Applicants were solicited, seated in alternate seats in the designated study hall, and a "chairman" appointed for every period. Tentative rules were drawn up after more hours of discussion. We learned by personal experience the difference between "conservative" and "liberal" philosophy; the title "Co-op System" was substituted for Honor Study Halls, both as less stuffy and as indicative of the basic policy that the degree of self-discipline and maturity rather than honor grades was to constitute the standard for membership.

This emphasis on maturity has, in fact, remained the single guidepost for acceptance as a Co-op member or leader. Although good grades usually accompany this standard, Co-op experience has shown that the quality of leadership is not a monopoly of "the brains." Some of our best "chairmen," another student-coined term, and one of the first presidents were only mediocre students, academically speaking. But their ability to command respect for the Co-op rules, less by dictation than by example and explanation, and their moral courage in resisting the ever present temptation to show favoritism, occasionally at the cost of valued friendships, has been inspiring to behold. It has been highly inspiring, as well, to observe the pride of achievement and the rapid growth in maturity which the weight of responsibility has stimulated in these student leaders.

The administration of the Co-op study halls, growing yearly in strength and efficiency, has proceeded by the trial and error method, with each succeeding student executive board adding the fruit of its experience and ideas. Various methods of leader selection were tried out; for example, an unsuccessful plan of having Co-op elect its own chairman—to be notified or discarded as experience dictated. The students have known from the first that this was their own creation and responsibility, its success depending on their own ability to run efficient study halls. Each succeeding group, leaders and members alike, has risen magnificently to the occasion and to any emergency.

THE PLAN

A brief outline of the Co-ops in operation will illustrate the degree of responsibility undertaken by the students. Membership in Co-op study halls is

voluntary and obtained by faculty or by student executive board recommendation, a recommendation based exclusively on character and maturity. I wish to re-emphasize that the student board, whose composition will be described later, has the final say on all admissions or expulsions from the Co-ops. The faculty acts in an advisory capacity only.

The rules for study hall conduct are few, paralleling those of the regular study halls in most part, with a certain relaxation of rigidity in such matters as reading newspapers, resting, or speaking briefly to another student where the atmosphere conducive to study is not disturbed. These rules are at present under the process of reconsideration and revision by the current Co-op administration.

A student chairman, selected by joint faculty and student recommendation, presides in each Co-op with responsibility for signing routine slips, taking attendance, and maintaining a proper atmosphere for study. The Co-op system has been generally successful in putting across the idea that the responsibility for maintaining a good study atmosphere lies not with the chairman but with each individual member. Hence the practice in self-direction by each individual Co-op member teaches that self-control, personal responsibility, and a constant awareness of over-all purpose are the basic essentials of all successful self-government, at any level, in any place. The "eternal vigilance" necessary to maintain freedom thus becomes a daily task and necessity.

During each period at least one student supervisor is programmed by the school administration, at the request of the Co-op system, so as to be free to supervise all Co-ops in actual session during the period and to help and advise the chairmen wherever necessary. On the student supervisor rests the responsibility for bringing any necessary disciplinary measure or request by a chairman to the attention of the board for action; namely, expulsion from Co-ops and transfer to regular study hall. In actual practice, an individual conference with an offender or the issuance of an official warning slip usually precedes board action. It is frequently the only discipline necessary. Furthermore, the knowledge that dismissal from Co-ops will become a part of the offender's permanent record has been an effective deterrent. During the four lunch periods, when as many as sixteen Co-ops comprising some 400 students are in session at once, some in vacant classrooms, four supervisors are so programmed. A faculty member is assigned each period to assist the student supervisor upon his request only.

The group of all Co-op chairmen, plus the assistants which each chairman selects, forms the "Assembly" which meets to vote on matters of policy and procedure presented by the board and, in the spring, elects the three officers for the following year—the president, a senior who will sit on the all-school student council cabinet, the vice-president, usually a junior, and the secretary. These newly elected officers meet at the end of the school year with the outgoing board

to appoint the seven additional students who, with me as Co-op faculty adviser, form the new executive board.

This board carries complete responsibility for administering the study hall affairs, decides all matters by majority vote, acts as a sounding board for recommendations and as a court of appeals to hear and decide any grievance brought before it. I, the only faculty member, possess equal voting power with any other member of the board. These ten students constitute a key group which is very hard-working and devoted, faced with frequent decisions, any of which may materially affect the successful operation of the study halls as a whole. Shall freshmen be admitted, and if so, under what method of selection? Shall a given "non-co-operator" be excluded or is he "educable" in responsibility and self-control, and how will the action taken affect him and the whole group? Is Miss X's objection, that two students in Co-op 32 are not studying, worthy of board action, and what will be the effect of that action or of *laissez-faire* on the individuals, the group, and on Miss X's opinion of student-government in general? These are typical of the problems which are considered daily and which provide a continuing experience in dealing wisely with people of all kinds and in taking responsibility for decisions which affect the morale of a large group.

It is inspiring indeed to see these young people spend two to three days before the opening of the school year hard at work selecting and distributing chairmen among the various Co-ops, to the accompaniment of much discussion over the suitability of each for a particular study-hall; or to watch them preparing instructions and indoctrinal talks, and delegating to each his duties. It is equally gratifying on the opening day to observe them organizing each of the many Co-ops, helping with seating and attendance charts, explaining procedures, and giving an inspirational talk on personal responsibility to each study-hall group.

The responsibility devolving on the president is, of course, the greatest of all. Always programmed so as to have an hour and a half for Co-op duty and lunch—which he has frequently to swallow on the run—he has the job of keeping up with reports on conditions in all Co-ops during the six daily periods, of integrating procedure, and maintaining uniform performance, in fact, of personally guiding the entire group. Trouble-shooter and hatchet-man, he needs to make quick decisions, settle arguments; in sum, he needs to be a real leader. As adult observer I have been deeply impressed, over and over, by the seriousness of these young leaders, by the wisdom of their decisions even when they have acted over my own disagreement, and by the stature which they seem to gain almost week by week. They are, in many cases, more strict than I myself would have been, and they make their decisions stick. The president's job is far from simple; witness the exclamation of one seven-

teen-year-old incumbent after tackling a particularly ticklish problem, "Golly, I'm getting gray!"

THE PROBLEMS

While my personal enthusiasm for the achievements of these young people is unlimited, it is only fair to admit that such an experiment has its problems. Many of these have been solved with experience and proof of efficiency, such as that of obtaining the general support of the whole faculty. It took time and tact on the part of the board to persuade teachers to bring their observations of cases of non-co-operation to its attention instead of taking direct action. A constitution adequate for all foreseeable contingencies with specific methods for election of officers had to be worked out, to the tune of more interminable debates and bows to the founding fathers. With the increase in Co-op enrollment, the rules are having to be tightened up—one of the jobs facing the fine current co-op administration. The method of indoctrinating freshmen and new Co-op members in desirable conduct is another allied problem now under discussion. And, of course, there is always the problem of obtaining the best supervisory personnel; as often, the applicants for chairmanship are willing and anxious but wanting in leadership. A partial system of apprenticeship for chairmen is being tried at present.

The solution of these problems has required and will require hard thinking, continual and flexible planning, and, above all, a constant recognition of the interplay of human relationships. Dealing, as they must, with an exceptionally varied student body drawn from a number of separate towns and villages of unusually varied economic and cultural composition, the students concerned with the continual revisions of rules and procedures have had to think through to the basic fundamentals of human behavior.

The students' own enthusiasm is great. The comment of a recent Co-op officer, now a DePauw University sophomore, is significant. "I am planning to go into law," he said, "and Co-op experience is teaching me how to get along with and to manage all kinds of people." Another former board member, now a Purdue junior, told a visitor during a question period, "I like Co-op work because I'm doing something for the school which has done so much for me."

The Co-op system has contributed much to the education of Proviso students in the techniques of democratic living and to their understanding of the original and continuing problems of government in a democratic state. The climate of co-operation, the habits of responsibility for self-direction and for leadership, which it fosters are, we think, an invaluable factor in the education of our future citizens.

Current Practices Relating to Student Council Sponsors

FREDA W. MARDEN

WITH increasing emphasis on the role of the student council in the secondary school, interest centers on a more precise definition of the function of the student council sponsor and on a consideration of the conditions under which he works. As a contribution to this area of interest, the Advisory Committee of the New Jersey Association of High-School Student Councils set out to make a survey of current practices relating to the student council sponsor in the secondary schools of the state. Thereupon, the committee constructed a questionnaire and the New Jersey Secondary-School Principals Association mailed it with a covering letter to the principals of all the public secondary schools in the state. In this article are presented the main findings of the survey analyzed by the executive secretary of the Student Council Association.

The questionnaire was sent to 264 public secondary schools, 227 of which responded (85.9 per cent). Of this number, all but nine reported that their schools had student councils in operation (96 per cent). The returns of the schools with student councils were analyzed with respect to size and type of school in order to ascertain whether these factors had any bearing on the results.

The titles of the respondents were as follows: principals and superintendents, 173; sponsors, 32; and others, 13. Guidance counselors and vice-principals who served as student council sponsors were classified as sponsors. The subjects for which information was asked in the questionnaire are presented here in condensed question form.

How is the chief student council sponsor selected?—Appointment by the principal alone was the chief method by a large majority (178 of the 218 schools reporting, 81.2 per cent). The method of appointment in the remaining approximately one fifth of the schools showed some variation. In twelve schools, the students chose the sponsor (5.5 per cent), and in three schools (2.3 per cent) the choice was left to the faculty. Principal and students co-operated in various ways to select the sponsor in nine schools (4.1 per cent), while in four others (1.8 per cent), teachers, students, and administration shared the responsibility. Twelve schools used other devices such as: principal appoints himself, teacher seeks the work, vice-principal becomes

Freida W. Marden is Executive Secretary of the New Jersey Association of Student Councils, Box 173, New Brunswick, New Jersey.

sponsor by virtue of his position, and board of education appoints the sponsor.

In the cases where the principal had any part in the choice of sponsor, on what basis does he primarily make his selection?—Six suggested qualifications on the questionnaire were presented, with the seventh for any "others," and the respondents were asked to check one. In spite of the request for one primary qualification, a considerable number checked either two or three items which were apparently considered of equal rank. There were 337 checks made by respondents of 191 schools answering this question. The relative frequencies with which four of the seven items were mentioned follow in rank order:

His ability and personality (111)

Is sympathetic with the student council idea (79)

Sees and understands student viewpoint (78)

Has had previous successful experience sponsoring activities (44)

Two possible bases for selection received substantially no checks. The writer had suspected that at times a sponsor was selected because he happened to be available. However, such a condition was not indicated by any school. Only two schools apparently used a rotation system; for "his turn on the job" was checked twice. The emphasis which was placed on the three qualifications ranked highest (ability and personality, sympathy with the student council idea, seeing and understanding students' viewpoints) is further reflected in the fact that all three were checked as of equal importance by 33 respondents.

Among "other" bases mentioned, several schools citing the close relationship between the objectives of social studies and those of student council preferred a social studies teacher as sponsor; some gave specialized university training as a qualification; one selected a person "with the ability and integrity to see that student council achieves its prime mission in the life of the school"; and another, "someone arrived at by the process of elimination."

Does your school require specialized training of the student council sponsor?—The replies indicated that a large majority of schools (150 or 68.8 per cent) required no specialized training either before the sponsor assumed his job or while he was engaged in it. Of the 59 schools that required specialized training, somewhat more (50.8 per cent) required it while sponsor was working on the job than those (32.2 per cent) requiring it before the job was assumed. Ten of the 59 schools (16.9 per cent) set the high standard of requiring specialized training both before the assignment and during his term of sponsorship.

The figures do not adequately reflect the amount of specialized training which the 218 sponsors actually have. Although only 27 per cent of the schools required such training, sponsors in many schools not requiring it have of their own volition taken university courses to prepare them for their work. This was partly indicated on several questionnaires as an additional comment where the answer to our specific question was given as "no."

How long does the student council sponsor serve?—197 respondents reported the term of service as "indefinitely" or "continually until replaced." In seven additional schools, the answers meant almost the same such as, "reappointed if proved successful," or "as long as he is interested and student response is good." Of the remaining fourteen schools, twelve indicated a definite period of service, nine of them, one year, and one instance each of two, two and one half, and three years.

Since our questionnaire was designed to minimize the necessity or opportunity for comment, the writer has no way of knowing whether or not the following comment which one principal took the time to write in connection with this question reflected the attitude of the majority of principals who reported continuous or indefinite term of service for the student council sponsor. We quote it in part: "In my opinion, it is extremely important that if the 'right' person be found for this job, he have a long term of office. He is thus able to build a strong sense of student responsibility in the school. I believe that student leadership is weakened greatly if the council has a new adviser every year or two and one who is not specifically trained for the job."

What is the regular job of the student council sponsor?—Sponsoring is usually performed by a member of the teaching or administrative staff as an addition to his regular work. The data (Table I) indicated that 138 sponsors (62.7 per cent) were classroom teachers. However, more sponsors than here indicated were classroom teachers since those holding administrative positions frequently also taught subjects. One principal taught, served as guidance counselor, and acted as student council sponsor. Several guidance counselors, vice-principals, and department heads were reported as classroom teachers. But in this summary, they were not included among classroom teachers.

TABLE I.—THE REGULAR JOBS OF STUDENT COUNCIL SPONSORS

Position	No. of Times Reported	Per Cent (Based on Total Reported—220)
Classroom teachers	138	62.7
Administrators (principals, vice-principals, department heads, activity directors)	36	16.3
Guidance counselors, deans	38	17.3
Others	8	3.7
Total	220*	100.0*

*Total positions apply to 218 schools. Two schools reported different positions for co-sponsors.

Of the subjects taught by the 138 teachers who were council sponsors, social studies led the list (38.4 per cent). This is not surprising in view of the frequent references to the relationship of the objectives of social studies with those of student council. English followed with 15.9 per cent, mathematics

with 12.3 per cent, science with 10.1, and foreign language with 5.1 per cent. Where combinations of subjects were reported (ten cases), social studies was included six times.

Thirty four per cent of the student council sponsors (74) held administrative positions or were guidance counselors. Apparently, an increasing number of sponsors hold these positions, where there is usually less teaching responsibility and more flexible schedules are possible.

Does the student council sponsor receive additional salary?—Since the practice of extra pay has been applied to athletic coaching and to advising a few other activities taking place after school hours, our survey attempted to secure data regarding extra pay practices for student council sponsors. In general, student council sponsors in New Jersey received no special remuneration for performing this particular duty. There were 199 schools (92.1 per cent) reporting that they did not pay and 17 schools (7.9 per cent) where the sponsor received extra compensation, which ranged from \$50 to \$300 with \$200 as the median. In two of the 17 schools where \$300 was paid, the amount was intended to cover other activities besides the student council. In the cases of three other schools, \$200 was paid to the director of student activities who was also the student council sponsor. Although only about eight per cent of the 218 schools covered in this survey paid their student council sponsor an additional salary, sponsors might consider this a beginning of a practice which would be increasingly accepted. Warren J. McClain, reporting on a survey, "The Practice of Extra Pay in Secondary Schools of the Northeastern States,"¹ stated, "Once a practice of extra pay is begun, it is almost certain that it will, in time, be extended both as to amounts paid and to the number of persons receiving it."

Does the student council sponsor have a reduced regular load?—The schools divided fairly evenly on the matter of allowing released time for sponsoring the student council. Forty-seven per cent (100 schools) of the 213 schools who answered the question reported that they granted released time while 53 per cent (113 schools) said they granted no concession. This almost equal division applied to all categories of schools in about the same proportion. However, the survey showed that the smaller schools with population up to 750 were somewhat less liberal than the larger ones in reducing the sponsor's regular load.

How time was released for sponsoring the student council is shown in Table II. Cutting down the teaching load was reported by 54 of the 100 schools granting released time, 41 reducing it by one period. Freedom from home room was mentioned by 50 respondents, and in 30 schools other concessions besides those named above were given.

¹*The Bulletin of the National Association of Secondary-School Principals*, Washington, D. C., October, 1954, p. 98.

TABLE II.—METHODS BY WHICH 100 SCHOOLS REDUCED THE REGULAR LOAD OF STUDENT COUNCIL SPONSORS

<i>Methods</i>	<i>Number of Schools</i>
Combination of: Freedom from home-room duties	
Reduction of classes	
Other concessions*	6
Combination of: Freedom from home-room duties	
Reduction of classes	20
Combination of: Freedom from home-room duties	
Other concessions*	5
	31
Reduction of classes only	28
Freedom from home room only	19
Other concessions only	22
	69
Total	100

*Other concessions include relief from duties in study hall, cafeteria, and other sponsorships.

Clearly, to many administrators, student council work is an important part of the school program deserving some time in the school day and a lightening of the sponsor's regular load.

What are the student council sponsor's specific jobs?—To obtain information on which tasks the sponsor devoted the most time, ten possible tasks were listed and the respondents were asked to "write '1' in the space for the job on which the most time was spent, write '2,' '3,' etc., as needed for the other jobs." Each task was tabulated and weighted in terms of the rank order of most time spent as given by the respondent. Table III shows the weighted ranking for each item and its rank order. It should be noted that not all respondents ranked the ten items, and furthermore, in many instances, more than one item was accorded equal rank.

Does the council sponsor have faculty assistants?—Most student councils have two or three committees; others have as many as twenty. Frequently, committees are open to non-members of the student council, a procedure which

TABLE III.—STUDENT COUNCIL SPONSOR'S SPECIFIC JOBS RANKED BY RESPONDENTS IN TERMS OF AMOUNT OF TIME INVOLVED

<i>Rank Order</i>	<i>Specific Job</i>	<i>Weighted Ranking</i>
1.	Attending student council meetings	1950
2.	Supervising all student council activities with chief student council objectives in view	1461
3.	Co-ordinating various student council activities	1393
4.	Integrating student council activities with entire school life	1336
5.	Attending student council committee meetings	1252
6.	Training leaders for their particular jobs	1010
7.	Interpreting aims of student council to faculty, student, and community	907
8.	Enlisting the interest of all faculty members	628
9.	Attending workshops and conferences for sponsors	536
10.	Assisting other teachers associated with student council work	471

would considerably increase the number of students associated with the organization. Under such circumstances, it would be difficult, no doubt, if not impossible, for one person to supervise, co-ordinate, and integrate student council activities, as well as to provide the necessary leadership training. In view of the fact that a large number of sponsors in this survey did not have released time, it would seem essential to arrange for assistance from other members of the staff.

In 101 schools, sponsors had assistants, while in 116, they had none. However, among the 116 schools were some which reported that teachers assisted the sponsor "on special occasions," that there were two sponsors sharing the work equally, that the sponsor was the guidance counselor or vice-principal, both of whom had a more flexible schedule than classroom teachers.

In 60 of the 101 cases, the assistants were assigned by the principal. In 41 others, one or more of the following devices were used: request came from students, 13; sponsor made the request, 24; the teacher volunteered to assist, 19. In two schools, a board of education ruling required all teachers to participate in an activity. It may be assumed that some teachers considered the extra work involved as a chore, and, therefore, a request from students would not, in general, prove effective. For the same reason, recruiting assistants from volunteers seemed not too successful a method either.

Does the student council have a special room and equipment?—Although an organization may be able to function without space for its files, or without equipment, it could, obviously, do much more effective work with these assets. In this survey, 76 councils had a special room, while 140 did not. Comments on the lack of space available for student council frequently appeared on the questionnaire.

Among the 140 where the council had no special room, the most common practice was for the organization to meet in a classroom not in use at the time of the meeting (56); or in the sponsor's home room (6). Other meeting places were the library (30); guidance office, or assistant principal's office (16); cafeteria (6); activities, recreation, or all-purpose room (3). "Any available space" was mentioned several times.

The 76 respondents who reported a special place for the council to meet and work were asked to check the kind of equipment provided for its use. In 61 schools, there were desks; in 42, filing cabinets; and in 27, typewriters. It is probable that the student council had use of filing cabinets in the guidance office or principal's office, perhaps, even a typewriter. These cases were not, however, included in the above figures.

The survey indicated that, in view of the important objectives set for the student council, provision for space and equipment was clearly inadequate. Many principals and sponsors were well aware of this inadequacy and expressed hope that in the near future provision would be made to cope with it.

A few schools have made adequate provisions in this respect. In one school, for example, the council has an office large enough to take care of its committee meetings. Here almost any period of the day, student council activities are carried on. A typewriter, several filing cabinets, three or four desks, and a telephone are available for the exclusive use of the council and its sponsor. The students themselves purchased some of this equipment.

Is someone specifically assigned to the task of training leaders?—If so, who? The answer was "Yes" in the cases of 138 schools; "No" in 80 cases. Of the 138 schools, 124 reported that the person to whom the task was assigned was the student council sponsor. The remainder named the principal, assistant principal, speech teacher, history teacher, director of student activities, class adviser, chairman of social studies department, and others. One respondent stated that each faculty sponsor trained the leaders of his own particular group.

A copy of the report on the data obtained from the questionnaire was mailed to each public secondary-school principal and to each sponsor. It was suggested that principal and sponsor together study their own situation in the light of the survey findings. Although a number of sponsors attending a sponsors' workshop at Rutgers University recommended that the Advisory Committee continue its study and set up standard procedures on sponsors' working conditions, the committee preferred to limit its recommendation to the above suggestion. It was held that local conditions called for different procedures. While many of the practices in use at a majority of schools are far from ideal, the survey showed resolute beginnings toward a growing recognition of the importance of the work of the student council sponsor.

HIGH SCHOOL STUDENTS DISCUSS SELF-GOVERNMENT

THE tenth annual Michigan High School Conference on Citizenship, held at the University last October 26, was attended by 716 students and 218 faculty advisers from 229 high schools. Attendance this year was smaller than that for previous conferences, because a limitation on the number of delegates from any one school had been set in order to keep discussion groups small enough to have maximum participation.

Exchange of ideas was facilitated by having the students meet in twelve groups, each with a student chairman. The program listed the topics to be discussed by each group, and delegates were free to choose the one they wished to attend. Faculty advisers met together while the student discussions were in progress.

The best reports from the student recorders showed that the leader had given a great many of the students present an opportunity to tell about procedures at their schools and to ask questions, and then had made some attempt to evaluate practices or summarize the ideas presented.

A few recorders listed all the suggestions which were mentioned by the students. To judge from the length of some of the lists, which included varied ideas for improving student councils in large or small high schools, the delegates must have shown a lively interest in the discussion. One particularly fine report was sent by the recorder for the junior high school group, which considered eleven topics in the course of the period.—*Letter to Schools*, University of Michigan, Feb. 1955.

Best Books of 1954 on Vocational Guidance

ROBERT HOPPOCK

ACH year the author of this article undertakes to review all new books on vocational guidance, except those devoted primarily to occupational information, which are reviewed in the Occupational Index. The best of the books dealing with the theory and practice of vocational guidance are annotated in an annual list; this is it. Included are some earlier references which did not reach us in time to be included in the 1953 list.

Inclusion of a book in this list does not mean that it is considered infallible. It does mean that the book has been compared with other publications and considered to contain useful information that would be of interest to readers who try to keep up to date on the better literature in this field. Apologies are made in advance to authors and publishers whose books have not been included and to those who find the annotations inadequate.

Among this year's unusually good books are a superb example of local occupational information presented for student use by Brochard *et al*, a remarkably practical little handbook on home-room guidance by Vivian Ross "who survived the ordeal," and two rare books which reveal the contributions of sociology and of social work to vocational guidance, by Caplow and by Sanderson. Fuller descriptions of these and other books follow.

Arsenian, S., and McKenzie, R. W. *Counseling in the YMCA*. New York 7: Association Press. 1954. 126 pp. \$2. How to do it. The counselor's role in the use of information.

Berdie, R. F. *After High School—What?* Minneapolis, Minn.: University of Minnesota Press. 1954. 240 pp. \$4.25. A study of 25,000 boys and girls reveals that "whether or not a high-school graduate attends college depends in large part upon the home from which he comes. The attitudes of the family toward . . . education . . . are perhaps even more important than the family's financial resources."

Brochard, John H.; Beilin, Harry; and Thompson, Albert S. *Middletown Occupational Handbook*. A publication of the Career Pattern Study, Teachers College, Columbia University. Middletown, New York: Board of Education. 1954. 96 pp. Mimeographed. \$1. A superb example of a community occupational survey reported in appropriate form for use in vocational guidance.

Robert Hoppock is Professor of Education, School of Education, New York University, Washington Square, New York, New York.

Caplow, T. *The Sociology of Work*. Minneapolis, Minn.: University of Minnesota Press. 1954. 330 pp. \$5. A major contribution to vocational counselors, who have heretofore depended largely on psychologists for scholarly research. A careful, competent, and critical review of what sociology can contribute to the understanding of men at work. Chapters on assignment of work; measurement of occupational status; occupational mobility, institutions, and ideologies; the labor market, the labor union, vocational choice, occupations of women, occupation and family, working conditions; and a brief statistical description of the American Labor force.

Christensen, T. E., and Burns, M. K. *Resource Units in Self-Appraisal and Careers*. Worcester, Mass.: Public Schools. 1954. 200 pp. Not for sale. Directors of Guidance may borrow a copy from Dr. Christensen. A handbook for teachers of Worcester's new twelfth-grade elective course in self-appraisals and careers.

Driver, H. I. *Multiple Counseling*. Madison, Wisconsin: Monona Publications. 280 pp. ". . . designed . . . to assist the organization and leadership of discussion group projects focused on human relations and personal growth in preventive mental hygiene programs as well as therapeutic programs." Nature, organization, procedures, effective participation in small-group discussion and role-playing; the group leader as a counselor; self-appraisal devices and sociograms; briefing and evaluation interviews; tangible evidence of personal growth. Summaries of fifteen multiple counseling projects.

Feldman, H., and Marcus, N. S. *Job Finding Made Easier*. Rutherford, N. J.: H. Feldman, Fairleigh Dickinson College. 1954. 54 pp. 98c. How to land a better job. Planning a job finding campaign. Where the jobs are. The facts about resumes. Letters that get jobs. Self-confidence in interviews. Sample letters and resumes.

Hatch, R. N., and Dressel, P. L. *Guidance Services in the Secondary School*. Dubuque, Iowa: William C. Brown Company. 1953. 179 pp. \$2.50. The role of guidance services; the student inventory, information, counseling, placement and follow-up services, implementing the service.

Humphreys, J. A., and Traxler, A. E. *Guidance Services*. Chicago: Science Research Associates. 1954. 438 pp. Textbook for an introductory course on guidance in educational institutions, from elementary school to university. The guidance point of view; sociological and psychological bases; principles, aims, and history of guidance. Collecting, recording, counseling, group techniques, follow-up, research, and evaluation in guidance services. Helping students to solve educational, vocational, and personal problems, and to find jobs. Organization, staffing, and future of guidance services. One of the few books to recognize that guidance has sociological as well as psychological bases. More directive than non-directive in approach.

Kitson, H. D. *I Find My Vocation*. Fourth edition. New York: McGraw-Hill Book Company. 1954. 282 pp. \$2.80. A text for high-school courses in occupations. "Instead of being a compendium on occupation, this book . . . sets forth topics to be discussed; exercises to be performed . . . and references to sources of information." Its purposes are "(1) to set forth the steps a young person must take in choosing a field of work; (2) to present the types of problems one encounters in occupational life; (3) to acquaint students with the sources of information . . . and (4) to give students practice . . . in consulting original sources and in developing solutions to occupational problems. . . ."

Landis, P. H. *So This Is College*. New York: McGraw-Hill Book Company. 1954. 205 pp. \$3. Information and advice for college freshmen, with excerpts from student autobiographies. Twelve pages on choosing a vocation.

Lloyd-Jones, E., and Smith, M. R. *Student Personnel Work As Deeper Teaching*. New York: Harper and Bros. 1954. 361 pp. \$5. Chapters by 26 authors on all aspects of college personnel work. Recommends required course in vocational guidance, once a week for four years. Rare and useful chapter on legal implications for student personnel workers.

Lowen, W. *How and When To Change Your Job Successfully*. New York: Simon and Schuster. 1954. 241 pp. \$2.95. The jacket blurb is extravagant, but the book contains some good, blunt advice from the experienced owner of an employment agency, including when *not* to change.

MacGibbon, E. G. *Manners in Business*. Revised Edition. New York: Macmillan Company. 1954. 169 pp. \$2.95. Etiquette for women office workers, looking for work, appearance, getting along with the boss and the office force, meeting the public, introductions, correspondence, questions, parties, sex, getting ahead. Good stuff, well written, with many illustrative anecdotes.

1954 *Directory of Vocational Counseling Agencies*. Washington, D. C.: American Personnel and Guidance Association. 1954. 64 pp. \$1. An approved list prepared by the Committee on Professional Practices of the American Personnel and Guidance Association, Inc.

Paterson, D. G.; Gerken, C. d'A.; and Hahn, M. E. Revised. *Minnesota Occupational Rating Scales*. Minneapolis, Minn.: University of Minnesota Press. 1953. 85 pp. \$2. Pooled judgments of twenty vocational psychologists on abilities required in 418 occupations.

Ross, R. G. *Occupational Information*. Des Moines, Iowa: Guidance Services, State Department of Public Instruction. 1954. 105 pp. 25c to counselors in Iowa, 50c to others. "Students should acquire a broad understanding of vocational life." A general survey of occupations is important in this respect. . . . Suggestions for helping the elementary-school students to learn about the

world of work. . . . role playing. . . . visits to different industries. . . . A source file of pictures. . . . film strips. . . . moving pictures. . . .

Ross, V. *Handbook for Home-room Guidance*. New York: Macmillan Company. 1954. 133 pp. \$2.50. I strongly recommend that every principal buy a copy of this for each of his home-room teachers. I have never been enthusiastic about home-room guidance, but this author knows how to handle it. A practical manual of directions written by a home-room teacher "who survived the ordeal."

Rothney, J. W. M. *The High School Student*. A book of cases. New York: The Dryden Press. 1953. 271 pp. \$1.90. Detailed case histories of a random sample of 26 high-school students, with suggestions for use in pre-service and in-service training of teachers. Pages xi and xii should be read by every beginning teacher.

Sanderson, H. *Basic Concepts in Vocational Guidance*. New York: McGraw-Hill Book Company. 1954. 338 pp. \$4.50. One of the rare books that has something new to say. Too many recent authors see vocational guidance only as a subdivision of psychology. Sanderson sees it as one of the "helping professions." He discusses its relationship to them, and presents the principles and techniques of social casework as they apply to educational and vocational guidance.

Strang, R. *Role of the Teacher in Personnel Work*. Fourth edition. New York: Bureau of Publications, Teachers College, Columbia University. 1953. 491 pp. \$3.75. Student's needs. Teachers' opportunities for personnel work. How to get started. Resources for the teacher. Guidance in the classroom, home room, and extraclass activities. The teacher-counselor at work. Observation and rating. What teachers should observe in students. Daily schedules, autobiographies, psychological tests. The technique of interviewing. Developmental records, the case study, and the case conference.

Warters, J. *Techniques of Counseling*. New York: McGraw-Hill Book Company. 1954. 384 pages. \$4.75. Tests of intelligence and achievement, aptitudes, interests, and personality. Recording and reporting test results. Anecdotal records, rating scales, and behavior description. Prevention and correction. Self-reports: the personal data blank, evaluation and follow-up, self-appraisal and autobiographical material. Analysis of the individual's position and status within the group. The cumulative personnel record, the case study, the case conference. The interview: general purposes, principles, procedures. Techniques in environmental treatment and group work.

The Book Column

Professional Books

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *Physical Education for High School Students*. Washington 6, D. C.: The Association, 1201 16th St., N. W. 1955. 416 pp. \$2.50. This is a book that a teacher or director of physical education can place in his principal's or superintendent's hands and say, "This will give you an idea of the kind of physical education program we are aiming for—one for all the boys and girls of our schools, whatever their level of ability." It is a book that all vocational pamphlets on physical education will have to list as the book for youngsters to read. It is also the book to recommend to teachers of other subjects who complain, "I can't get Johnny interested in reading anything . . . Sports absorb all of his attention." The scoutmaster will want this book on the same shelf with the *Boy Scout Handbook* and a few other indispensable books on activities. The Girl Scout leader, the YWCA and YMCA directors, the recreation leader, the boys' club director—all will find this book a convenient reference, for its style of writing will make it easy to transmit its content to young minds.

Those who have been intimately associated with its production are convinced that it will be enthusiastically welcomed, not only by members of the Association but also by all those in the fields of physical education and recreation, by secondary-school administrators and teachers, and by the personnel of youth-serving agencies.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Staff Relations in School Administration*. Washington 6, D. C.: The Association, 1201 16th St., N. W. 1955. 470 pp. \$5. Communities can ease the teacher shortage problem and strengthen the quality of work in their classrooms through improved personnel administration in their schools states this report. It points out that a school system is no better than the classroom teachers it employs. The report outlines personnel policies schools can use to recruit the best teachers and keep them. Not all schools, it states, have realized the importance of recruitment and selection in developing a good teaching staff. "Selection procedures too often have been limited to notifying some nearby employment agency or college placement bureau of vacancies and of choosing among three or four candidates recommended by these agencies. Included in the process have been a review of credentials and a personal interview. In some instances, where opportunity permitted, the candidate's teaching has been observed. Seldom, however, has the task been viewed as one that required a thorough analysis of the needs of the school system as they relate to staff or a really thorough search for the best available candidates."

Job analysis, knowing what kind of teachers the schools need, a search for qualified people in a wide geographical area, consultation with staff members on the candidates, and complete examination of credentials are basic requirements in recruiting teachers, the report asserts. It points out that good selection procedures are not enough to guarantee low teacher turnover and a dedicated teaching staff. The following also help: a good orientation program for new teachers; clearly understood policies on teaching assignments and transfers; equitably distributed work loads. Competition from other professional fields and the cost of living must be kept in mind in setting salaries, because teachers with financial worries cannot give their best efforts to their pupils. Other factors cited which help to keep good teachers in schools are: group appraisal of a teacher's services;

sound promotion policies; clearly defined and well-administered procedures for handling grievances; and adequate personnel records.

Besides examining personnel policy and working conditions, the report explores ways of improving the economic and community status of staff members; evaluation of staff relationships; and how to work with the school staff on fiscal problems and good school-community relations.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *Guidance in the Curriculum.* Washington 6, D. C.: The Association, 1201 16th St., N. W. 1955. 256 pp. \$3.75. Failure and drop-out casualties in high school can be traced to inadequate counseling or guidance in the lower grades, the Association for Supervision and Curriculum Development (ASCD) states in this new report. A special committee of educators, appointed by the ASCD to prepare the report, point out that instruction and guidance go hand in hand and should start as soon as youngsters enter school. They also emphasize that guidance is an essential part of the work of every classroom teacher from kindergarten to the final year of high school. In taking stock of the guidance programs now operating in the nation's schools, the report states that many school systems still operate their counseling as a separate or supplementary service. Where this is done, classroom teaching and guidance are regarded as two different functions and are manned by separate staffs. Authors of the report take the stand that there is little chance of "fitting" the school program to a youngster if teachers are not permitted to combine instruction with guidance. They emphasize that teachers may overlook a variety of adjustment problems pupils normally face in the process of growing up when the two functions are largely separate.

"When adjusting to individual differences is solely the responsibility of the counselors and other guidance specialists and the problem of 'fit' is removed from the teacher's hands, the educational experiences offered to boys and girls cannot be well suited to the interests, needs, and capacities of the individual child," the report states. "It is clear that no outside person—principal, school psychologist, or counselor—can accomplish as much as the teacher who effectively assumes his role as a guide to individual boys and girls." In urging that classroom teaching be made inseparable from guidance, authors of the report recognize that they are recommending against what appears to be a common practice at the present time: "Unsatisfactory though it is, the practice of separating classroom teaching from guidance, in fact, if not in theory—prevails in many elementary and in a clear majority of high schools. The factors which operate to make this the prevailing practice are not difficult to detect. Probably the most common reason is the feeling on the part of many teachers that they are at fault if they do not strive to bring all pupils in a given grade or class 'up to standard.' These feelings are appreciably heightened if the teacher has reason to believe that the principal and the people of the community are judging him chiefly in terms of his pupils' success in achieving the prescribed subject matter content."

The report emphasizes that "pressures from the community usually increase as pupils progress through the grades. In early elementary school years the teachers usually feel that they have considerable leeway in varying the classroom activities to take account of individual differences. Later the pressures mount, partly because of misunderstanding and consequent misuse of standardized achievement tests. Too frequently, administrators, teachers, and patrons alike overlook the fact that a norm is simply an average and that only about one half of the youngsters on whom the test was standardized came up to or exceeded this average. Any teacher who succeeds in getting half of a cross-section group of pupils up to or above this average is teaching subject matter as capably as the teachers in whose classes the test was standardized. But whether it stems from this

misunderstanding or from other sources, the false idea that all youngsters can and should 'measure up to standard' gains ground as one progresses up the elementary-school ladder. There is little wonder then that teachers become preoccupied with prescribed subject matter and blind to the personal factors in the lives of their pupils."

The report also emphasizes that in those schools where instruction and guidance are not combined in all grades, it is assumed that guidance services are reserved for high-school students who need assistance in selecting courses or careers and for the "problem children" who need guidance of a remedial and corrective nature. Authors of the report do not discount the need for specialized guidance workers. Some aspects of guidance must be separated from instruction for the reason that teachers are not especially trained or do not have time to deal with them. They point out that technical therapeutic techniques should be in the hands of persons trained especially in psychology, guidance, and therapeutic work. The report also shows how teachers can use the services of counselors, psychologists, and other guidance specialists in the clinical and social case work fields.

BROWNELL, C. L.; GANS, LEO; and MAROON, T. Z. *Public Relations in Education*. New York 36: McGraw-Hill Book Co. 1955. 261 pp. \$4.50. A sound public relations program is now recognized as essential to the American school. It is only through such a program that the school can achieve the necessary recognition and support of the community. To guide teachers and school administrators in organizing and maintaining an effective public relations program is the aim of this book. The authors present a practical, efficient, and workable outline of aims and methods. Each technique is illustrated from real situations. These are selected to emphasize that each subject and grade level in public education offers the opportunity and carries the obligation to further community understanding. Congenial and constructive personnel relations within schools and school systems are treated as basic public relations, and the concept of school and community partnership leading to continued and stronger school support is developed. The nature of American schools today, the nature of the average community, and how the various publics may be reached are discussed. The significant points of the book are summarized in a final chapter, and the means of evaluating the public relations program are provided. Because health, recreation, and physical education programs supplement comparable programs administered by other agencies in the community and are related to home activities as well, the authors frequently use them to illustrate aims and techniques of public relations.

CHANDLER, B. J., and PETTY, P. V. *Personnel Management in School Administration*. Yonkers 5, New York: World Book Co. 1955. 608 pp. The aim of this book is to incorporate research findings and insights from the fields of educational administration, business and industrial management, and public administration into a preview of school personnel work for the years ahead. The experience of the authors during four years' work in the Co-operative Program in Educational Administration, particularly in the Middle Atlantic, Southwestern, and Southern Regions, and with practicing administrators, indicates clearly that the personnel function is one of the more significant responsibilities of school executives. Personnel problems in educational organizations are similar to those that have stimulated development of this field in business and government. General principles, practices, and research findings in these related fields constitute an important source of guidance for superintendents of schools, principals, supervisors, teachers, and other school staff members.

An attempt is made to bring together the elements of school staff personnel administration and to apply wherever appropriate the better-established principles of general personnel administration. As part of the broadening process, certain topics in the field

of staff personnel administration are dealt with, probably for the first time, as integral parts of the subject. These topics include communications in staff organization, staff personnel business management, staff participation in administration, and a discussion of some of the possible problems of national and racial integration of the staff.

A central thesis of the book is that personnel administration is the real core of successful school administration. A competent staff with a sound educational philosophy, working with virile and dynamic leadership, is an element in the school administrative process for which there is no satisfactory substitute. An effort is made to identify some ways and means for achieving the ideal just stated. A practical application of the principles enunciated is made throughout the volume.

A corollary thesis is that the personnel function is to provide an atmosphere in which the highest powers of human beings thrive. This thesis is rooted in the truism that the dynamics of the work environment of staff members condition their efficiency and morale. Genuine co-operative processes characterize a wholesome work environment.

In the writing, the authors have kept in mind viewpoints of both administrators and classroom teachers. Research reports, practices, and methods have been selected for inclusion with one criterion in mind—their usefulness to school personnel.

Changing Patterns in the New South. Atlanta, Ga.: Southern Regional Council, 63 Auburn Ave., N. E., Room 432. 1955. 120 pp. 50c. A record of the growth of democracy in the South in the last decade from the pages of the Southern Regional Council's publication, *New South*. While it records developments in race relations generally during this ten-year period, education receives heavy emphasis. In fact, one of the main purposes of the booklet is to put the Supreme Court decision of last May 17 in the broad context of progress toward racial integration in American life.

CLARK, J. R., and EADS, L. K. *Guiding Arithmetic Learning.* Yonkers-on-Hudson, N. Y.: World Book Co. 1954. 289 pp. Successful present-day practices in the teaching of arithmetic are skillfully projected in this book in line with the following objectives, stated in the Introduction: "The authors of this text believe that the main objective of instruction in arithmetic is the development of the power to reason, to solve problems, to 'find' responses that were never previously learned. But mathematical reasoning presupposes, and is impossible without, an understanding of mathematical concepts and meanings.

"Young children require skillful guidance in order to arrive at mature ways of reasoning. There are many steps for them to take as they build concepts and meanings and become able to make and apply the generalizations of arithmetic." This book explains basic arithmetical principles and relationships in simple terms that have meaning for even the inexperienced teacher. Practical suggestions help the teacher use number ideas and experiences to train pupils who can question, explore, think things through. Clear-cut organization of arithmetical learning sequences, carefully indexed, enables the teacher to locate quickly and easily the help she needs. This book meets needs of both pre-service and in-service teachers and will prove a valuable textbook in courses dealing with methods of teaching arithmetic. It is a rich source of guidance and information for all who are concerned with research and supervision in this field.

CRONBACH, L. J., editor. *Text Materials in Modern Education.* Urbana, Ill.: Univ. of Illinois Press. 1955. 222 pp. \$2.50. This volume discusses the problem of finding specific ways of improving printed materials of instruction. This report of the study is composed of eight chapters with one person assigned to the writing of a specific chapter. Chapters covered in addition to a description of the study are: The Controversial Past and Present of the Text, The Proper Function of Text Material, The Learning

Process and Text Specifications, The Writers of Textbooks, The Publishing Process, The Selection and Distribution of Printed Materials, and The Text in Use.

DRAKE, W. E. *The American School in Transition*. New York 11: Prentice-Hall. 1955. 634 pp. \$5. The book is composed of a preface, an introduction, and 16 chapters. The introduction outlines some of the over-all present conditions in American education. Chapter 1 discusses some of the important characteristics of Colonial life in America. The next chapter gives an account of how the schools of this system had their roots in the medieval traditions of Europe and thus failed to meet the needs of a Colonial frontier people. Chapter 3 presents an analysis of the forces which laid the foundation of a new educational outlook in the United States. The next chapter discusses the changes in educational thought and practice during the time of the American Revolution and on through the early national period. Following this is a chapter on the great economic, social, and political developments in American life and culture during the nineteenth century which made the overhauling of our educational system necessary and possible.

Chapter 6 discusses the origin of the public school in the growing industrialization and urbanization of American life especially during the era of Jacksonian Democracy. Here, the roles played by such individuals as Horace Mann, Henry Bernard, and William T. Harris were of outstanding significance. The next chapter continues the study of the development and expansion of the public school system. Here we learn how the elementary school developed from an inadequately organized, ungraded, and poor educational program, to a well-graded, publicly accepted, and tax-supported institution. Chapter 8 discusses the trends in religious and private education during the nineteenth century and the next chapter shows the changes effected during this same period in the area of higher education. Chapter 10 discusses the development of the curriculum on the college, the high-school, and the elementary-school levels. Chapter 11 shows how the idea of professionalizing teaching grew out of real and fundamental educational needs and that such professionalization was a part of a general movement toward professionalization in many of our social and economic activities.

Chapter 12 discusses the socio-scientific movement in American education and how this movement has been responsible for many significant changes in our schools during the past half century. Chapter 13 assesses the change and trends in the public education program since 1900. The next chapter discusses the roles of religious and private agencies during this same period. Likewise chapter 15 discusses the significant trends in the field of higher education since 1900. The final chapter highlights some of the significant areas that pertain to a democratic theory of education.

DYKEMA, P. W., and CUNDIFF, H. M. *School Music Handbook*. Boston 16: C. C. Birchard and Co. 1954. 691 pp. \$5. How is music being taught to children in the American schools today? What are the present aims of music educators? What are their hopes with respect to a musically informed citizenry—one which will not only enjoy listening to good music, but one which will be imbued with a compelling inclination to take part in some form of musical performance, and have the necessary skills to do so? By what means will these hopes be realized? Specifically, what are the detailed procedures which music teachers have found successful in their daily work?

Answers to these questions will be found in the pages of this book and in the many pictures, examples, and other illustrative material which illuminate the text.

Mr. Dykema had been working upon the literary and editorial preparation of this book for several years before his death. It was to be the final statement of his philosophy—a summation based upon his long life in music education, to be offered as a guide and handbook to students and teachers. In major part, the task was completed. It was one which truly deserves the term "monumental," as may be evidenced by the size and

scope of the present volume. The work of making the manuscript ready for the printer was completed by the editorial staff of the publishers with a sense of dedication made possible only by a long association with the author and a real understanding of his ideals and his great service to music education.

Those who remember Mr. Dykema as their friend and teacher—and they are legion—as well as the many thousands of others who were influenced by his life and work, know that *School Music Handbook* was used as the title of an earlier book and its succeeding revision. These were written in collaboration with Mr. Cundiff. Each predecessor in turn was generally recognized as the most comprehensive and authoritative text on music education, philosophy, and methods then in print.

This new book was inspired by the same purpose as the two earlier versions. It represents, however, a complete recasting and an extensive enlargement of the original material. The subject matter also has been extended to cover not only the first six grades in the elementary curriculum, but the junior high-school grades as well.

FLESCH, RUDOLF. *Why Johnny Can't Read*. New York 16: Harper and Bros. 1955. 234 pp. \$3. This is an angry book by an aroused parent. It is addressed to the thousands of bewildered parents whose normally intelligent youngsters can't read well enough to do their school work. The author has visited classrooms, talked to students, teachers, and parents, worked his way through a mountain of books and articles, and examined study materials. Johnny can't read, the author concludes, "for the simple reason that nobody ever showed him how."

To him, the American system of teaching children to read is no longer the traditional alphabetical-phonetic method. Since 1925 most pupils have been forced to memorize entire words one after another, like Chinese characters—a process which ends in disorderly guesswork. Failing to learn how to sound out words letter by letter, the child never masters the mechanics of reading. The author suggests a cure in this book. The book contains material and instructions for teaching children to read at home. Here are step-by-step directions, simple phonetic drills, which can be used for beginners or youngsters whose reading ability hasn't kept pace with their development in other fields. Parents who apply these methods can be of assistance to their children. There are 74 pages of phonetic lists and 9 charts of block and script letters.

FRANZEN, C. G. F. *Foundations of Secondary Education*. New York 16: Harper and Brothers. 1955. 508 pp. \$4.50. This text provides out of the author's long and varied teaching experience a comprehensive description and thoughtful interpretation of secondary education in America. It is designed both for prospective teachers and for those not intending to teach. Combining historical, sociological, and philosophical approaches, it should serve as a bulwark against the destructive critics of our schools whose voices are heard so vigorously today.

The text is written in a simple and informal style, with a very personal quality. Among the significant topics which are developed at length are: the forces influencing secondary education in America today, comparison of our system with those of other countries, subject areas as means of achieving objectives of secondary education, extra-curricular activities, guidance in the secondary school, and the education of secondary-school teachers. Each chapter of the text is followed by a set of topics for investigation and a selected bibliography.

GARBER, L. O. *The Yearbook of School Law, 1955*. Philadelphia: The Author, School of Education, University of Pennsylvania. 1955. 127 pp. \$2.75, with 10% discount on five or more copies. This *Yearbook*, the sixth in the new series, follows the same general plan of organization that has been followed in the past. It reviews the significant court decisions dealing with "School Law" that were decided during the year

July, 1953, through June, 1954; it contains one chapter that deals, in some detail, with the most unusual, and possibly the most significant, cases decided during the year; it includes three special articles; and, finally, it includes a selected annotated bibliography.

Two of the special articles—the one by Dr. Newton Edwards, Professor of Education, University of South Carolina, and the one by Dr. Edgar Fuller, Executive Secretary, National Council of Chief State School Officers—were presented as papers at the Conference on School Law that was sponsored jointly by the Middle Atlantic Region of the Co-operative Program in Educational Administration and Duke University and held on the Duke campus in June, 1954. To the authors of these papers and to Duke University, the writer is indebted for permission to print these papers in this *Yearbook*.

The third article, the one dealing with the recent Supreme Court Decision that outlawed segregation in public schools, is reprinted from *The Nation's Schools* (July, 1954). It also contains a seven-page annotated critical bibliography of recent studies in school law by Dr. M. H. Sumption.

GARRISON, K. C., and GRAY, J. S. *Educational Psychology*. New York 1: Appleton-Century-Crofts. 1955. 525 pp. This volume is an outgrowth of many years of study and experimentation by the authors in problems and methods of teaching in the general areas of education and psychology. It is a result of careful selection and critical analysis of materials from the studies conducted during the past several decades on problems in educational psychology.

Educational psychology is regarded as an aspect of applied psychology. Its development has been marked by certain outstanding trends, which may be listed as (1) greater dependence upon scientific data, (2) increased application of findings to learning situations, (3) an increased emphasis upon the growth of the individual child as a unified whole, and (4) a more general recognition of the dynamic nature of the individual. These trends appear as a fundamental part of the materials of this text.

The text is designed as the foundation or basic course for students preparing to teach. Its emphasis upon growth and learning should provide the student of education with a background of understanding essential for his professional growth. In this connection the writers propose to give the student an understanding of the roles of maturation and learning in the growth and development of the individual child.

The student is introduced to the meaning, purpose, and scope of educational psychology in Chapter 1. This chapter also furnishes a brief description of the methods used in studying problems that fall within the scope of the subject. A brief description of the materials covered in the chapters comprising the two major areas of the text, presented in Chapter 1, should give the student an orientation to the field as a whole. The instructor may also find it useful to discuss with the students the chapter titles as given in the Table of Contents.

Each chapter contains a list of selected readings intended to supplement the materials of the particular chapter. This should help the instructor guide the students in further research. Special study questions and exercises are also found at the end of each chapter. These exercises have in most cases been tried out in various classes and found useful in directing the thinking and studying of students. *A Workshop in Educational Psychology* has been prepared to accompany the text. This contains self-testing exercises and special problems that have been developed and tried out for each chapter of the text.

GRINNELL, J. E.; YOUNG, R. J., et al. *The School and the Community*. New York 10: Ronald Press Co. 1955. 450 pp. \$5.50. The objective of this book is to provide a complete summary of all aspects of school-community relations. To permit a more thorough treatment of all topics than would be within the capabilities of a single author, a group of specialists have co-operated in its preparation. It is designed

primarily as a textbook for teachers and school administrators in training, but it is also useful as a guide to teachers and administrators in service, school board members, and other interested citizens. The first part of the book concentrates on educational relationships between the school and the community describing methods of enriching the curriculum by the use of community resources. The later chapters are more specifically concerned with public relations techniques. A major objective of the book, therefore, has been to show that good school-community relationships involve both public relations and educational relations. The book is one of the *Douglass Series in Education* edited by Harl R. Douglass of the University of Colorado.

HAGMAN, H. L., and SCHWARTZ, ALFRED. *Administration in Profile for School Executives*. New York 16: Harper and Brothers. 1955. 331 pp. \$3.50. This is a study of educational administration by two educational authorities who have had considerable experience both as teachers and as school executives. Their book provides a co-ordinated and integrated approach to the understanding and improvement of administrative processes in public schools. This approach is made through examination of the fundamental factors of all administration and of the essential administrative functions which run through all the tasks and areas of activity of modern administration. While these factors and functions are discussed from the point of view of the school executive, they are seen in the light of contributions from other fields—business and industry, public administration, sociology, social psychology, and psychology—as well as the field of education. Each chapter is introduced by provocative questions for thought and discussion. A lengthy list of readings closes each chapter.

HALL, R. K.; HANS, NICHOLAS; and LAUWERYS, J. A., editors. *The Year Book of Education, 1954: Education and Technological Development*. Yonkers 5, New York: World Book Co. 1954. 648 pp. \$8. Postwar experience of statesmen, economists, and educators in aiding under-developed countries indicates that "it is easier to establish modern industrial technology than to solve the social, moral, and ethical problems that ensue," say the editors of the *Year Book of Education: 1954*. This annual publication is sponsored jointly by Teachers College, Columbia University, and the University of London Institute of Education. Each year contributors from many parts of the world write on various aspects of a central theme of special importance to members of the educational profession and to laymen.

Subtitled "Education and Technological Development," the current volume in this annual series deals with the impact of technological growth upon cultural patterns, upon morality, and upon social, political, and economic institutions in many different parts of the world. Some sixty world authorities in a variety of fields have contributed to this analysis of the role of education in the development of technologically under-developed areas. Arthur Creek Jones, formerly Great Britain's Secretary of State for the Colonies, writes on "Social and Political Objectives." Essays on moral and ethical implications include those of Filmer S. C. Northrop, Professor of Philosophy and Law, Yale University ("A Western View") and Charles H. Malik, Lebanese Delegate to the United Nations (The Near East: The Search for Truth"). Paul G. Hoffman, Chairman of the Board of the Studebaker Corporation, writes on "U. S. Technical Assistance Programs," and Sir John Sargent, former Educational Adviser to the Government of India, discusses "Educational Aspects of Planning."

The *Year Book* presents a variety of examples of educational planning, showing how it affects every aspect of human life. It proposes ways in which education can stabilize the social and emotional life of human beings who are at loose ends in a strange new world. At the same time, it deals with the role of education as a fundamental agent of cultural transformation. Under conditions of rapid change, when many

competing influences are at work, those who shape educational policy have particular need for a perception of the great complexity of their task.

In discussing education as a force in technological development, the *Year Book* shows how the process of industrialization involves much more than the learning of skills. Leaders are needed and technicians and experts of all kinds; incentives have to be provided; attitudes and habits must be changed.

These and many other phases of the subject are covered by the philosophers, anthropologists, sociologists, economists, statesmen, and educators who have contributed to the volume. Each deals with detailed aspects of the general theme from his own political, ideological, religious, and national standpoint.

Handbook for Florida Principals. Tallahassee: Florida Education Association. 1954. 108 pp. This handbook contains materials for the improvement of the status and scope of the principal. While it is a ready reference to school laws, standards, regulations, and policies of the state of Florida, there is much in it that will be found helpful for principals of any state. It is based upon the philosophy that the kind of education provided boys and girls is determined largely by the quality of educational leadership offered by school administrators. Areas discussed in this handbook are school organization, the school program, pupil services, staff-principal relationships, in-service education, public relations, business administration and management, auxiliary service, and the school plant. Also included is a code of ethics, and a bibliography of resource materials and consultative services.

HENRY, N. B., editor. *Mental Health in Modern Education.* Chicago 37: University of Chicago Press. 1955. 481 pp. Cloth, \$4; paper, \$3.25. The rapidly growing literature on the subject of this yearbook suggests that, as one significant aspect of the scientific study of mental health in a democratic society, attention must be directed to the social utility of new knowledge favorable to the widest possible application of such knowledge to the promotion of social welfare. It is in this manner that the mental-hygiene movement has emerged from the status of a remedial agent in a mental institution to that of a professional agency engaged in safeguarding the normal developmental processes of human growth from infancy to maturity. Although organized programs of education are not the only instrumentality through which the children and youth of this generation are being guided toward the goal of effective living, the school has a unique relationship to children during the years of their growth to manhood and must accept the responsibility that such guardianship entails. The present yearbook has been prepared with special consideration for the needs of teachers and school administrators in meeting this responsibility.

The titles and authors of the chapters in the yearbook are: The Role of Mental Health in Education, Harry N. Rivlin; Many-Sided Aspects of Mental Health, Ruth Strang; Motivation and Learning: Their Significance in a Mental-Health Program for Education, Herbert A. Carroll; The Role of the Home in Mental Health, Bonaro W. Overstreet; The Role of the School in Mental Health, Willard C. Olson; The Role of the Community in the Mental-Health Program of the School, Ralph H. Ojemann; Mental-Health Practices at the Preschool Level, Dorothy W. Baruch; Mental-Health Practices in the Primary Grades, Helen Shacter; Mental-Health Practices in the Intermediate Grades, Frances M. Wilson; Mental-Health Practices in the High-School Grades, Lou LaBrant; Mental-Health Practices at the College Level, Louis P. Thorpe; Evaluation of a Mental-Health Program, Herman L. Shabler; The Mental Health of the Teacher, Paul A. Witty; Mental Health Through Teacher Education, E. T. McSwain and L. D. Haskew; Fostering Teacher Growth, Paul T. Rankin; Implication of the Yearbook for the Improvement of Mental Health in our Schools, The Yearbook Committee.

HENRY, N. B., editor. *Modern Philosophies and Education*. Chicago 37: University of Chicago Press. 1955. 390 pp. Cloth, \$4; paper, \$3.25. It is not the expectation of the Board of Directors of the National Society for the Study of Education that this new yearbook will supplant the earlier publication, which was the forty-first yearbook. The relationship between the volumes is clearly supplementary, as will be inferred from the distinctive phrasing of the titles. In the "Introduction" to the present volume, Professor Brubacher, who is chairman of the yearbook committee and was likewise chairman of the committee for the yearbook, *Philosophies of Education*, explains that the present volume will help teachers become acquainted with points of view which were not expounded by the contributors to the earlier yearbook. Moreover, the design of the later yearbook is such that the authors are able to present their own interpretation of the implications of their philosophical concepts for the most important educational problems and practices. Thus, the two yearbooks together afford the student of educational theory and practice a ready access to authoritative opinion on fundamental issues respecting educational aims and procedures as interpreted by educational philosophers on the one hand, on the other hand, by general philosophers having a particular interest in the progress of education.

The title and the authors of the chapters of this yearbook are: The Challenge to Philosophize About Education, John S. Brubacher; Educational and Human Society: A Realistic View, John Wild; Thomist View on Education, Jacques Maritain; A Liberal Christian Idealist Philosophy of Education, Theodore M. Green; An Experimentalist Approach to Education, George R. Geiger; On the Marxist Philosophy of Education, Robert S. Cohn; Significance of Existence and Recognition for Education, Ralph Harper; Linguistic Approach to Problems of Education, Kenneth Burke; Aims of Education for our Age of Science: Reflections of a Logical Empiricist, Herbert Feigl; An Ontological Philosophy of Education, James K. Feibleman.

HYMES, J. L., Jr. *Behavior and Misbehavior: A Teacher's Guide to Action*. New York 11: Prentice-Hall. 1955. 150 pp. This book discusses how classroom discipline cases may be handled skillfully and effectively. It takes into account such factors as large classes, heavy teacher load, and other responsibilities which make extensive demands on the teacher. Techniques of discipline of both normal pupil and those requiring remedial treatment are discussed. Finding out what lies at the root of the difficulty is stressed as an approach to a behavior problem. Suggested steps of action and particular forms of punishment are presented. In addition to showing how to deal with unruly pupils, the author discusses the ingredients of good teaching that brings out the best in them. It offers ways to channel a pupil's energy away from misbehavior into positive learning experiences.

HYMES, J. L., JR. *A Child Development Point of View*. New York 11: Prentice-Hall. 1955. 155 pp. In this new text the author translates the three basic concepts of child development into practical suggestions for improving the teaching process. After discussing the student's role as a teacher, the book takes up these fundamental ideas individually: Your Children Must Like You (Chapter 2); Your Youngsters Must Like Their Work (Chapter 3); and Your Youngsters Must Like Themselves (Chapter 4). Each concept is applied to the teacher-pupil relationship, the curriculum, and classroom organization and management. By presenting the results of child development research in this practical, concrete form, the author makes this information unusually meaningful and easy to apply in the student's own teaching situation. Throughout the text, concrete answers are given to such common student questions as: How should I treat "different" pupils? What is the school's role in fostering the pupil's mental growth? What can I learn from parents about their pupils? The book also gives the student insight into

the child's personal feelings and the adolescent and pre-adolescent view of the classroom environment.

KARN, H. W., and WEITZ, JOSEPH. *An Introduction to Psychology*. New York 16: John Wiley and Sons. 1955. 327 pp. \$3.90. Designed for a terminal course, this text covers all the basic psychology the beginning student needs, leaving the fringe material to more advanced courses. While the usual introductory psychology book is often chopped up and detached in such a way that the student cannot see the forest for the trees, this one is intended to introduce the subject to non-majors in a manner more in keeping with their needs. Keyed to student interest, it maintains scientific respectability. While the spirit and substance of the science pervade throughout, the book deviates from the usual pattern followed by introductory psychology texts. One unique feature is the absence of a chapter on motivation. Rather than treat it separately, the authors have introduced and discussed this vital topic within the context of other related subjects. Realizing that the presentation of controversial theories, elaborate accounts of experiments, and extensive references to scientific literature serve only to confuse the non-major who begins and ends his academic career in psychology with one or two courses, the authors have omitted such material. Instead, they aim at making psychology meaningful and helpful to the college student by stressing the personal adjustment theme, constantly tying it in with current scientific findings in psychology.

KRAMER, ROBERT. *School Pupils and the Law*. Durham, N. C.: Law and Contemporary Problems, Duke Station. 1955 (Winter). 204 pp. \$2. The winter issue of the quarterly publication, *Law and Contemporary Problems*, is a symposium concentrating on the pupil and on certain key aspects of the relationship in a democratic society between pupils, their parents, and the public schools. Topics discussed are: compulsory attendance at school, legal requirements for admission into public schools, legal issues in pupil transportation, personal injury litigation in school cases, tort liability in German school law, the control of pupil conduct by the school, the law and the curriculum, supervision of public elementary- and secondary-school pupils through state control over curriculum and textbook selection, statutory problems, religious issues in American public education, segregation by race in public schools, and liberty, the state, and the school.

KRAUS, RICHARD. *Recreation Leader's Handbook*. New York 36: McGraw-Hill Book Co. 1955. 313 pp. \$4.75. Here is a practical handbook of methods and materials for recreation leaders working with groups of varying sizes and of different ages, and offering a wide variety of sure-fire play activities; active and inactive games and mixers, folk and square dances, social dance icebreakers, informal dramatic activities, and community singing programs. The author combines, in a single volume, an understanding of the background of social recreation in this country, the role of recreation in everyday life, leadership objectives and techniques in working with recreation groups, and a wide variety of time-tested, accepted materials. A section of the book is devoted to program planning with a good discussion of the special recreation needs of different types of groups.

MATTHEWS, M. S. *Guide to Community Action*. New York 16: Harper and Brothers. 1954. 348 pp. \$4. This is a book for anyone interested in the work of a local, state, or national volunteer association. The author not only describes procedures for developing an effective community organization; he also offers plans for a wide variety of service projects with detailed information concerning where volunteers may turn for materials, guidance, and help.

Here are specific suggestions for community programs of sports and recreation, safety, health, welfare, religion, education, brotherhood, international relations, vocational

guidance, the arts, conservation, government, and many other areas of activity whose effectiveness depends upon citizen action.

An outstanding feature of the book is the list, at the end of each chapter, of "Sources of Aid." This material, which is assembled here for the first time, includes pamphlets, films, counseling services, and other helps available—either free or at nominal cost—to community groups. The sources, both public and private, include foundations, universities, governmental agencies, welfare associations, and business corporations. The Appendix contains a concise guide to parliamentary procedure as well as a short introduction to effective speech for group leadership.

MOORE, H. E., and WALTERS, N. B. *Personal Administration in Education*. New York 16: Harper and Brothers. 1955. 498 pp. \$5. This book will be equally useful to school administrators and to students of school administration. It deals with the theory and practice of personnel administration, stressing particularly human relationships. The principles of personnel administration in education are associated with matters of organization, morale, and leadership. The responsibility and work of the administrative, supervisory, and teaching personnel are emphasized.

Problems in local personnel administration are covered extensively in Part III. In the selection of the problems to be considered, attention has been given to those most perplexing to the school administrators. In the final chapters, current problems facing the educational profession, such as freedom to teach and learn, improving professional status, and organizations and lay relationships, are discussed. School administrators will find this book a valuable guide to better understanding of the principles of personnel administration and a practical help in meeting day-to-day problems.

Rebuilding Education in the Republic of Korea. New York 27: Columbia University Press. 1954. 224 pp. \$1.75. This is a report of the Unesco Educational Planning Mission to Korea on educational conditions in Korea. Part I is a preliminary and factual survey covering all phases of education in that country; Part II is composed of recommendations for reconstruction including primary, secondary, vocational, or higher education.

SCHOOL OF EDUCATION. *Studies in Education*, 1954. Bloomington: Indiana University Bookstore. 1955. 242 pp. \$1. This is number six in the "Thesis Abstract Series" of bulletins by the School of Education published annually in January. This issue, as others in this series, contains abstracts of doctoral theses of all individuals who received their Doctor of Education degree and some who received their Doctor of Philosophy degree with a major in education at Indiana University during the previous year. Forty such as these are included. Some of the topics included are the school board, vocational agriculture, the home room, guidance, integration, history of Phi Delta Kappa, and teacher recruitment.

Secondary Teacher Training. New York 27: Columbia University Press. 1954. 202 pp. \$1.75. This is a report on a survey of the secondary-teacher training program in 57 countries. This study of comparative education shows in detail how the countries deal with the problems of training, education, psychology, and practice teaching aspects of their professional training, of their appointment, and of their needs for further training. Following a general statement of the over-all conditions, each country is presented separately. A Unesco publication.

Secondary Teachers Salaries. New York 27: Columbia University Press. 1954. 292 pp. \$2. This is a report on a survey of the salaries of secondary-school teachers in 57 countries, each presented separately. Preceding the detailed information about each country is a general survey in which is presented a broad picture covering all these countries and including teachers' administrative status, hours, vocations, amount

of work, salary scales, allowances and privileges, welfare schemes, and eligibility of appointment of teachers from foreign countries. Included also is a table of exchange rates for the different countries as of December 31, 1953. A Unesco publication.

SLAVSON, S. R. *Re-educating the Delinquent*. New York 16: Harper and Brothers. 1954. 269 pp. \$3.75. Here is an account of the wise ways employed to restore maladjusted boys and girls to normal usefulness and contentment. The book begins at the time, some years ago, when the author was called to an institution for disturbed children to end a riot that had been raging for six weeks. How he succeeded in turning the course of the riot and affecting a gradual change in attitude both on the part of the children and of the adults in charge is the engrossing story that the author tells. Here the reader gains a clear idea of how by patient, sincere, loving exercise of trust and confidence, maladjusted young people are gradually enabled to build up their own self-esteem and advance their own education in ways that fit them for life in the outside world.

SMITH, G. E. *Counseling in the Secondary School*. New York 11: The Macmillan Co. 1955. 377 pp. This book is a basic text in secondary-school counseling. As such it proposes to serve the interests of two different groups of students. First, it is designed to provide teachers and administrators with an over-view of counseling and its supporting services and their respective roles in making the counseling service effective and, second, to provide students with an opportunity to explore the counseling field as a possible area of educational specialization.

For those students who seek to explore counseling as a possible or probable area of professionalization, this book is designed to provide them with a rather detailed description of the counseling service in secondary schools—its nature, development, operation, and evaluation. Since the writer considers the tasks of developing the counseling service, improving supporting services, and evaluating the effectiveness of counseling as of great importance, several case studies are included by way of illustrating how some schools have carried out these fundamental procedures.

The counselor education curriculum varies markedly among colleges and universities which offer such training. Some offer only an introductory course in the field of counseling; others offer more than one. Though a number of institutions now provide supervised counseling practice, many others do not. In some instances, introductory counseling courses are concerned more with counseling methods and techniques of a theoretical character than with problems and practices of secondary-school counseling. This book is based upon the conviction that institutions offering a single course in counseling usually serve administrators, teachers, and prospective counselors, and that an introduction to the practical aspects of developing, operating, and evaluating counseling in secondary schools will be of greater value than would a more theoretical approach. Though this volume contains some essential materials of a theoretical and philosophical nature, it is devoted mainly to the practical aspects of the counseling service.

Substitute Teachers in the Public Schools, 1953-54. Washington 6, D. C.: Research Division, National Education Assn. 1955 (February). 56 pp. 50c. This bulletin reports that there are approximately 160,000 substitute teachers employed by public school systems in the United States—one for every six or seven regular teachers. First, this bulletin gives the profession its first accurate and detailed picture of the current status of day-to-day substitut. teachers in public-school systems of various sizes. It tells us something about their personal traits and characteristics, their professional qualifications, their salaries and salary schedules. It provides information on the extent to which they share in such benefits as retirement and tenure protection which are now available

to most regular teachers. It offers statistics on certain characteristics of the typical substitute teaching assignment.

Second, the study provides some tested ways in which regular school personnel can help to make the substitute teacher's work more pleasant and effective. Separate sections are devoted to how the regular teacher, who is likely to be absent, can help the substitute do a better job of teaching, how the staff of a school can make the substitute feel more at home and a part of the regular faculty team, how the administration of a school system can create better working conditions and facilitate high quality substitute teaching service.

TRAVERS, R. M. W. *Educational Measurement*. New York 11: Macmillan Co. 1935. 440 pp. \$4.75. In this book an attempt has been made to present an account of the appropriate uses of measurement procedures within a framework of modern education. Considerable emphasis has been placed on the psychological and educational theory underlying the use of particular types of instruments.

The book is organized around certain central problems of education and broad areas of pupil development rather than in terms of the common subject-matter areas or in terms of techniques of measurement. The material is presented in four major sections, of which the first presents the functions of measurement in education and the concepts on which measurement in education is based. The second section discusses the measurement of the intellectual outcomes of education; and the third, the measurement of personality development. The final section presents methods of predicting the extent to which pupils are likely to succeed in various programs of study. The writer has found this method of organization the most successful of the many he has tried in teaching courses in this field. It is one which fits well into the curriculum commonly provided for the training of the teacher.

WARBURTON, A. A. *Guidance in a Rural-Industrial Community*. Washington 6, D. C.: Dept. of Rural Education of the NEA, 1201 16th St., N. W. 1935. 275 pp. \$3 paperbound, \$4 clothbound. A simple mountain economy is suddenly invaded by coal mining. Coal camps mushroomed along creek beds as families flocked down from the mountains to work in the mines. Coal operators built houses, stores, and schools, and employed teachers, doctors, nurses, and welfare workers. Democratic processes did not have time to develop normal community life. In the mid-1930's, a new county superintendent of schools—himself a mountaineer—invited the Alliance for the Guidance of Rural Youth to work with the community in creating conditions and services favorable for better child development. Progress was slow but continuous. A yearly account is given of action taken covering nearly two decades and results are appraised in this book.

WILES, KIMBALL. *Supervision for Better Schools*. New York 11: Prentice-Hall. 1950. 344 pp. The ideas contained in this book are the product of many minds. Over one thousand graduate students from all sections of the country in classes in supervision with which the author has worked have raised questions, have sought information, and have tested ideas and hypotheses against the reality of their experience. Each person who has participated in these discussions has contributed to this book. This writing is an attempt to share the thinking that has been done by many people. It is not a set of directions. It offers the solutions that the groups with which the author has been associated have been able to devise to meet their problems.

The titles of the chapters and the subheadings in the chapters are the questions that have been raised repeatedly by the groups. Each group took a census of the problems they had and formed an agenda for themselves. Each group analyzed its past experience, consulted the available literature and research, and proposed solutions that it tested

against the experience of others and in the reality of the regular work situations of its members.

The bibliography is the source of many, perhaps most, of the ideas contained in this book. It is composed of the selected references from the relevant fields that the members of the classes in supervision have found most helpful. Appendix A, Selected Significant Research, presents a brief summary of some of the research studies that have most forcefully affected the thinking of the groups.

WITTICH, W. A., and HANSON, G. L., compilers and editors. *Educators Guide to Free Tapes, Scripts, and Transcriptions*, first edition. Randolph, Wis.: Educators Progress Service. 1955. 144 pp. \$4.75. This first edition of this book is a professional, cyclopedic service on tapes, scripts, and transcriptions. It is a complete, up-to-date, annotated schedule of audio aids and scripts—bringing compiled information on free educational materials within the covers of a single book. This list classifies and provides information on sources, availability, and contents of 375 free tapes, 88 free scripts, and 29 free transcriptions, a total of 492 valuable materials. Additionally, it presents information on the nature, purposes, and use of these materials. This guide is designed as a companion publication to other services; namely, *Educators Guide to Free Films* and *Educators Guide to Free Slidefilms*. For educational as well as financial reasons, the wide range of audio, visual, and other materials available from industrial, government, and philanthropic organizations has rendered and continues to render a valuable contribution to the curriculum.

Books for Pupil-Teacher Use

ALEXANDER, LLOYD. *And Let the Credit Go*. New York 16: Thomas Y. Crowell Co. 1955. 186 pp. \$2.75. Before starting his job as messenger in a large city bank, the author had never heard of a Snotty Oscar, a Polly Anna, a Knocker, or a Slush Fund. Old enough to understand why Bunny, the blonde messenger girl, had to be fired, he was young enough to imagine that even a banker like Mr. Over might kill himself for love. He learned that, if banking people may not always permit themselves to appear surprisingly human, they are, invariably, humanly surprising.

The author's relatives were delighted when he found a job at such a respectable place as The Bank (an opinion shared by many people who were not employed there). And garbed in his messenger's coat, designed to make even the most athletic clerk look humble, the author was little prepared to meet such colorful colleagues as Champagne Charlie or to participate in a daily series of intrigues that were staged everywhere from the washroom to the palatial home of the retired bank president. Kid Fantzey, the giant guard, and his mortal enemy, Captain Striver; Monsieur Piquet, the desperate chef whose fragrant cuisine delighted everyone but The Bank's customers; Mr. Tilton, the lovesick personnel manager; and Miss Boscoe, the deaf soprano of the loan department are but a few of the assortment of nonsensical or tragic characters who could be produced only by the fantastic world of respectable business.

ALLEN, M. P. *The Mudhen Acts Naturally*. New York 3: Longmans, Green and Co. 1955. 191 pp. \$2.75. There is no question that the sleepier the Mudhen looks, the more dangerous the boy is to the rivals of the Eagles. From the opening of the defense-bond drive, when the wily Mudhen makes the rival school club see red, to the end, when he attempts a bit of high finance to help the nice prof, the Mudhen is acting naturally. For instance, the innocent Froggie has invited a frightful child prodigy to make a personal appearance. Certain insects in the piano react upon the prodigy to gain wild applause for the Eagles.

The Bear club sends the ailing headmaster a recording of the members' activities and good wishes. However, old Mudhen doctors the tape in his masterly way to send off Cousin Ernest nostalgic for his pigs, and cause complete recovery for the patient.

ALLEN, S. W. *Conserving Natural Resources*. New York 36: McGraw-Hill Book Co. 1955. 357 pp. \$5.50. This volume covers the entire field of natural resources, including minerals, and discusses the nature of each group of resources and its significance in the individual and national economy. The practices which lead to the depletion of our nature resources and those which foster their fair distribution and conservation are analyzed. Throughout the book the interrelationships of the various resources and their management are pointed out, and both the techniques of conservation and the social and economic aspects of conservation are treated. The final natural resource to which the author turns his attention is that of human power. Modern methods and techniques (for example, the use of the airplane in spraying insecticides and the use of the seismograph in exploring for minerals) and their effects on conservation are discussed. The author also treats many modern phenomena, such as synthetics and smog, and their relation to natural resources. He discusses, too, the competition between industry, transportation, residence, and testing agencies for land. The problems of government with respect to utilization and conservation of natural resources are also covered. All the important conservation laws and their successes and failures are mentioned.

BAILLIE, JOHN. *A Diary of Readings*. New York 17: Charles Scribner's Sons. 1955. 397 pp. \$2.50. The author, in this book, has selected 365 readings from the main stream of devotional writing, one for each day of the year. These are chosen for their value in stimulating serious thought and contemplation and are not the trite, familiar sayings that one usually associates with anthologies. Many of them have that quality which made "A Diary of Private Prayer" so popular—of being able to reach the individual reader, particularly in the fields where he needs encouragement or help. A few readings are poems and each reading is contained within a page with the thought complete in itself.

Ranging from early church figures such as St. Augustine, St. Thomas Aquinas, through Luther, Erasmus, à Kempis, Kierkegaard, to Brunner, Niebuhr, and Tillich of our day, 183 authors are represented.

BAINTON, R. H. *Here I Stand: A Life of Martin Luther*. New York 22: New American Library of World Literature. 1955. 336 pp. 50c. This is a biography of the great religious leader who entered a monastery as a youth and who, as a man, shattered the structure of the medieval church. It is illustrated with over 100 woodcuts and engravings from Luther's own time.

BARANSKI, MATTHEW. *Mask Making*. Worcester 8, Mass.: Davis Press, Printers Bldg. 1954. 114 pp. (7½" x 10½"). \$5.50. With its many illustrations and readable text, this book gives ideas for designing and making original, colorful, and useful masks for all occasions, and from a variety of materials. Only a few simple tools and inexpensive and easily acquired materials are needed. The material covers mask making activities for all ages, from the simplest forms for youngsters to those suitable for teenagers and adults.

Written by a teacher of experience and skill in making masks, the activities are presented in a manner especially appealing to those using this book for teaching, whether in school or for projects at home. In addition, there is material for the skilled craftsman wishing to turn his hand to this fascinating hobby. The illustrations are helpful in visualizing the steps and uses of materials and tools. Supplementing the text are drawings showing progressive steps as well as photographs of finished masks.

The variety of materials for making masks allows for complete freedom of choice and exploration. Uses of these and other materials are covered in this book: balloons, fiberboard, metal foil, corrugated cardboard, plasticine, plaster, liquid rubber, chicken wire, papier mache, and construction paper. The ideas offered suggest many interesting uses for masks in school, home, and group organizations; plays, holiday programs, puppet shows, window and wall displays, masquerades, teaching three-dimensional design—to name a few.

BARKAN, MANUEL. *A Foundation For Art Education*. New York 10: The Ronald Press Co. 1955. 247 pp. \$4. This book, cumulative in nature, brings together and synthesizes divergent streams of thought rather than reports significant contributions in each stream. It relates varying concepts as they bear upon education through experience in art. Each chapter high-lights a particular phase of the subject and is built upon and advances the discussion of the previous ones. The first volume consists of three parts. The first indicates the source and development of current thought in the field of art education in order to identify some of the basic teaching methods. The second relates the basic problems in art education to significant concepts about human behavior growing out of research in other fields. In the third part, findings from the related fields of study are brought together in the form of a new frame of reference for art education. Its implications are interpreted in terms of the operational problems of art education in the elementary and secondary school. The synthesis of these findings forms a foundation for art education.

BARKER, SHIRLEY. *Tomorrow the New Moon*. Indianapolis 7: Bobbs Merrill Co. 1955. 354 pp. \$3.75. This book is the story of Samuel Osborne, a man of God in the early eighteenth century, and of his struggles and temptations. His early encounters with the temptation of the flesh was to pursue him in a wholly unjust but urgent fashion throughout the rest of his life. His battles with religious bigotry were clearly destined from the beginning to be a struggle to the death. But Samuel's steadfastness and faith made him a worthy opponent of all the enemies that could be arrayed against him. The novel is a blending of romance and history—the life story of a man deeply embroiled in the major conflicts and controversies of his time.

BARNARD, HARRY. *Rutherford B. Hayes and His America*. Indianapolis 7: Bobbs-Merrill Co. 1954. 606 pp. \$6. This is a modern biography of Hayes. He was a fighting brigadier general in the Civil War. He was a congressman, three times governor of Ohio, and President of the United States. He helped to found Ohio State University. He ended reconstruction in the South. In doing so, he exacted written guarantees that the southern states would support the Constitution, including the post-war amendments. (The Supreme Court decision on segregation this spring redirects interest on precisely this point.)

In private life he was a rather successful lawyer and businessman who made money in the Gilded Age style yet with scrupulous personal integrity. He had a seeking, restless mind and an unusual set of psychological complexes. He was a posthumous child reared among women. For years his relation with his lovely sister Fanny was overly close, for a long time threatening the true fulfillment and happiness of his marriage. Nevertheless, he was so representative of his time and class that sometimes he seems to merge into them.

Neither Hayes nor Samuel J. Tilden was clearly elected. The two candidates, for the most part silent and inactive, were held up as symbols while the strong men of the two major parties fought out the issues. Neither had a clear moral advantage. For the four months following the election the controversy raged, gradually coming down to a test, through legal forms, of naked power. In the showdown the Repub-

licans mustered the superior power and Rutherford B. Hayes entered the White House as the nineteenth President.

BARNES, E. W. *The Lady of Fashion*. New York 17: Charles Scribner's Sons. 1954. 416 pp. \$4.75. Anna Cora Mowatt—actress and author of *Fashion* (one of the few American plays of the nineteenth century which is still worth reading or seeing)—is fascinating on many grounds. Her life was an unexampled public triumph and a profound private tragedy. She was the first American woman of society to make the stage a profession, and, by her wit and charm and force of character, shift the position of actress from social leper to social lioness. She broke down forever the prejudice of London critics and public against American plays and players. More than all these, her romantic beauty and personality left a permanent imprint on those who knew her—her friends, her audiences, her fellow-actors, even her critics.

Just as the subject of this book is many-sided and exciting, so is the book's appeal a manifold one. It takes more than scholarship to bring back to life a one-time darling of the American stage—to make a reader smell grease-paint, hear the sputter of the gas footlights, feel the drafts in small and dirty provincial dressing rooms, thrill to the great wave of applause at London's Old Olympic and New York's Park Theatre.

BARON, ALEXANDER. *The Golden Princess*. New York 3: Ives Washburn. 1954. 382 pp. \$3.95. True to the facts of history, this is a narrative of tremendous sweep, rich in the interplay of plot and counterplot, of character and intrigue and the thunderings of war. The dramatic story offers not only a remarkable picture of a period of ruthless conquest, but also a vivid portrait of Cortés as the powerful yet mystical conqueror who, for church and emperor, believed it his destiny to sweep all before him. The long and terrible struggle of the ambitious conqueror to overcome the Aztec empire of Montezuma is seen through the eyes of the Indian princess who played so important a role. Marina, one among many enslaved by the invading Spaniards, through her beauty, understanding, and intelligence, became mistress to Cortés and interpreter in his diplomatic dealings with the Indians. She marched with his army, cooked his meals, restored his spirit when defeat threatened to overwhelm him, and finally bore him the son his elegant Spanish wife, Doña Catalina, had not given him. She became a trusted adviser as long as he thought he had need of her in his struggle with the powerful Aztec tribes of Montezuma, and dreamed of her place at his side when the long wars ended. Because they loved and respected her, many of the Spaniards, especially Trifon Medrano, secretary to Cortés, and Father Olmedo, a wise priest attached to the Army, tried to warn Marina that her dream might not become a reality. But she had to discover for herself the true nature of Cortés and his conquests. She experienced many heartaches and many compensations in the process that transformed her from Doña Marina, the mistress, into the beloved Malintzin, devoted friend of the Indians.

BARONDESS, BENJAMIN. *Three Lincoln Masterpieces*. Charleston: Educational Foundation of West Virginia. 1954. 168 pp. \$3. This book spans that period in the public career of Abraham Lincoln from the time when he felt the first stirrings of ambition to become President of the United States to near the end of his Presidency, when the bullet of an assassin laid him low. It is not a biography, but an analysis of the speech at Cooper Union on the night of February 27, 1860—the speech that made him President, the Gettysburg Address, and the Second Inaugural Address.

The author has given a portrayal of the thought behind each of these world famous orations, written with an understanding of Lincoln's aims and purposes on the occasion of each address. Added value as a book for reading and reference is given to the year-long search for the little known details omitted or overlooked by historians and biographers.

The final section of the book is a lengthy discussion of "The Inaugural Address—Its Origin and Purpose," an essay on the rise and perpetuation of one of our most cherished national traditions and customs. And in an Appendix, for ready reading by both student and casual reader, is the text of the three great addresses just as Abraham Lincoln delivered them—at Cooper Union in New York, at Gettysburg at the dedication of the great battlefield cemetery, and on the occasion of taking the oath of office as President for the second time at Washington.

BAZIN, HERVE. *Constance*. New York 16: Crown Pub. 1955. 222 pp. \$3. Constant Orglaise, immortal Constance, the girl whose family was killed by a bomb in the war and who herself was crippled and tied to a wheel chair: "this wreck, this thing." The author, one of France's leading novelists, has raised out of tenderness a figure of courage. Constance, unwilling to give up, unwilling to slip into the easy obscurity of her hurt, wills to live and to go out to others. She harries an actress toward a film career and involves her with a male acquaintance; she herself becomes the focus in the emotional life of Luc, a small-time artist, and the Pastor Bellorget. More, she adopts a small boy suffering from her own inhuman malady, and drives him up the human scale as she goes down. An unconscious and tortured figure, she fights her own weakness into the shape of a living woman.

BEACH, E. L. *Run Silent, Run Deep*. New York 17: Henry Holt and Co. 1955. 378 pp. \$3.95. This is a story of the silent service—the submarine crew which destroyed the Japanese merchant marine. A narrative taut with drama, told with the intimacy of a confession, it deals with two strong-headed men: their loves, their jealousies, and their destinies in the lonely and desperate struggle between the hunters and the hunted. Few war novels will rival this one in the naked realism of its action. None will surpass its rising excitement and brilliant description of men in combat.

Unlike many war novels, here is a story that deals with war from the perspective of command. The author re-creates with fidelity the anguish, agony, and triumphs of command decisions. In Commander Richardson, he has created a character who embodies all that is fine and all that is human in an excellent naval officer.

BEALE, MARIE. *Decatur House and Its Inhabitants*. Washington 6, D. C.: National Trust for Historic Preservation, 712 Jackson Place, N. W. 1954. 162 pp. (7" x 9 3/4"). \$4.50 (25 cents extra for mailing), with a 40 per cent discount to educational institutions and government agencies. The book is a narrative of 100 years of Washington social life as it revolved around the house first built in 1818 for Commodore Stephen Decatur by Benjamin H. Latrobe, architect of the U. S. Capitol and of St. John's Church, also on Lafayette Square. The book contains numerous illustrations from old portraits and prints, including endpapers of original Latrobe drawings for the house, in addition to rare photographs of recent-day public figures who have lived in, or been frequent recipients of, the famous hospitality of the house.

Mrs. Beale in May of last year announced her intention of bequeathing the house and part of its contents, together with an endowment for its preservation, to the National Trust for Historic Preservation. The National Trust is a national, non-profit organization chartered by Congress in 1949 to aid local groups concerned with safeguarding their own historical and architectural monuments. It is also empowered to "receive donations of sites, buildings, and objects significant in American history and culture, to preserve and administer them for public benefit." It now administers Woodlawn Plantation near Mount Vernon, Virginia, and has accepted the house on S Street, N.W., to which Woodrow Wilson retired after his Presidency and where he died. Casa Amesti in Monterey, a famous early California adobe, is also a Trust property and is to be opened to the public in the next year. Mrs. Beale has issued this privately.

printed volume for the benefit of the National Trust. Proceeds of the sales are to be devoted to the general program of the organization.

The National Trust for Historic Preservation also publishes, quarterly, a magazine known as *Historic Preservation* and a *Fact Sheet*. A subscription to this quarterly is available to libraries at \$2 a year. The quarterly magazine is devoted to the preservation of historic places; the *Fact Sheet* outlines, briefly, the purpose and work of the Trust.

BEALS, CARLETON. *Our Yankee Heritage*. New York 17: David McKay Co. 1955. 317 pp. \$4. Our Yankee heritage is that of all Americans, wherever they may happen to live. For it was on that "stern and rock-bound coast" where America began. There, in that stubborn, stony New England soil, were first planted the seeds of culture, industry, and free institutions that were carried by later pioneers—traders, trappers, war veterans, businessmen—over the length and breadth of this vast land.

From sources both little and well known, the author has garnered the facts of our beginnings in terms of the men who were there. We meet William Bradford of Mayflower Compact fame; brave Roger Williams, who staked his life to worship as he believed; Thomas Hooker, who shaped the forerunner of our Constitution, the Eleven Fundamental Orders; Charles Goodyear, founder of the great rubber industry; Gideon Roberts, our first clockmaker; Abel Buell, the King's Rogue, America's earliest inventor and mapmaker; Eli Whitney, institutor of mass production; and numerous others.

BEATY, DAVID. *The Four Winds*. New York 16: William Morrow and Co. 1955. 320 pp. \$3.50. This novel combines a love story with the dramatic operations of a great oversea airline. Mark Kelston is a pilot for the Mid-Atlantic Line of British Empire Airways. He is the best type of pilot, loving the life and work, finding in it a kind of escape from marriage without love. As the novel opens, Mark is caught up in the swift excitement of an air-sea rescue. A Portuguese freighter, foundering off the Azores, is sighted by his plane. Kelston stays with it to the last possible moment and, when he lands at the Azores, he finds that he has become a hero. More important, he finds that he is falling in love. This love develops with a charm and an enduring warmth that is as memorable, in its way, as the magnificent flying sequences. But though it is important, it is just one part of a large canvas. The other pilots, their wives and girls, the men who operate the airline are all integral parts of the novel. In contrast to Mark is Michael Leeming, an expert pilot too, but a man whose home life comes first. And there is Ferris, a dashing carry-over from the days when flying was more sport than mechanics, who is firmly convinced that marriage and aircraft do not mix.

BELL, JOSEPHINE. *Bones in the Barrow*. New York 11: The Macmillan Co. 1955. 190 pp. \$2.50. A train passenger is the sole witness to a brutal murder committed in a lighted room beside the tracks. Haltingly the boy told his fearful story to the yard officials—how he alone witnessed from the vantage point of his train a scene of terror in a dingy room. The chief inspector listened tolerantly, yet official credence could hardly be given to such a tale. This is the first link in a chain of evidence the Yard must painstakingly gather to find the murderer.

BLANTON, CATHERINE. *Hold Fast to Your Dreams*. New York 18: Julian Messner, Inc. 1955. 185 pp. \$2.75. Emmy Lou was born to dance. She could suffer every hardship and overcome any obstacle if it meant getting nearer to her goal of some day becoming a star in her own right. But the one thing she hadn't been prepared for was an open attack because her skin was brown. That was something she could have expected in her home town in the South, but not in Blue Mesa where, a magazine article had said, there were no racial barriers in the schools. Emmy Lou's

first instinct was to fight back; then she told herself it was a losing battle. After all, her failure to get the lead role in the famous Fiesta Ballet was due to the influence of one of the richest men in town! She couldn't say she hadn't been warned—by her dancing teacher, by her Aunt Ellen, by her wonderful doctor-father. But Miss Carroll, her school counselor, had said, "Hold fast to your dreams, Emmy Lou, and don't let anything stop you" Maybe she was right, and it was up to Emmy Lou to prove it.

BONNER, J. T. *Cells and Societies*. Princeton, N. J.: Princeton Univ. Press, 1955. 240 pp. \$4.50. The howling monkeys of Barro Colorado Island in Panama have a rudimentary language which serves the needs of their social activities. They live an easy life, meeting the biological necessities of feeding, reproduction, and social co-ordination without difficulty in their lush surroundings. The red deer of Scotland, the seals of the Pribilof Islands, the beavers, the social insects, the army of ants and termites, and lastly the colonial and single-celled organisms such as amoebae must all meet these biological requirements; and these requirements form the theme of the author's book. The diverse and fascinating ways in which a wide range of organisms meet the biological necessities provide many interesting parallels and a new insight into the workings of nature. One sees that, though the means of meeting the requirements are amazingly varied, the basic requirements themselves provide a pattern that can be recognized in amoebae, in monkeys, and in man—in fact, wherever life occurs.

BORODIN, N. M. *One Man in His Time*. New York 11: The Macmillan Co. 1955. 352 pp. \$4.50. The author is a living example of how human beings survive seemingly impossible, indeed hopeless, situations. He was born in the south of Russia, near the River Don, in 1905. His impoverished Cossack father died when he was an infant, and he had a hazardous and adventurous youth in the Revolution and Civil War. After the cruel hardships of the famine years, he trained as a microbiologist, served his regular military term, and in 1931, while heads rolled around him, was made Director of Research at an institute in Armavir in the Ukraine.

The reader feels keenly that the story of the author's youth candidly reveals life as actually lived from day to day by the Russian people. He is an extremely honest man, with the novelist's ability to portray realistically the normal people of Russia who work, gossip, laugh, suffer, succeed or fail, love, and die—people, he shows us, not above compromising their consciences for the sake of comforts—people concerned with life as they had to live it and little aware of how well or ill their life compared with that in other lands.

Moreover, in his account of life in Russia, the author is never wise after the event; he owed everything to the communist regime, and up to the end of World War II seldom had any but the most fleeting doubts with regard to its excellence. Although he avoided politics and kept to science when he could, he actively operated as an agent for the Secret Police and makes no excuses for so doing. For his services, he was awarded both the Order of Merit and the Order of Lenin. So his book gives a convincing picture of a highly intelligent scientist working for the Soviet State.

During the war, he joined the Party, and in 1946 he was sent to England to learn all he could about the mass production of penicillin. This trip gave him his first view of the country in which he now lives—for two years later he renounced his Soviet citizenship and 42 years of life devotedly given to his Motherland and people. Today, in a new land, and working in a job where his scientific knowledge is in full use, he is no unhappy exile, but a man looking to the future, making a home for himself, while his work makes a contribution to the society which gave him asylum.

BOTHWELL, JEAN. *The First Book of Roads*. New York 21: Franklin Watts. 1955. 66 pp. \$1.95. This is the story of roads past and present. It is an account of

our modern highways—how they are planned, how they are built, what machines are used in building them, and what the roads of the future will be like. Here, too, is the story of ancient caravans, the Roman roads, the winding forest trails of the Indians, and the muddy pioneer routes across the Appalachian Mountains and the long trails beyond the Mississippi to the far west. Illustrated by W. R. Lohse.

BREWSTER, RALPH. *Wrong Passport*. New York 22: British Book Centre, 122 E. 55th St. 1954. 286 pp. \$3.50. The author had a taste for unusual experience and a gift for describing it, as he showed in his *6,000 Beards of Atbos* and *The Island of Zeus*. But his adventures in Central Europe during the second world war were not of his seeking. An American directly descended from one of the Pilgrim Fathers, he found himself in Budapest with the anomalous status of an Italian citizen who had been officially deported from Hungary. How his friends, rich and poor, in the fantastic city—eccentric Magyar aristocrats, poets, spivs, businessmen, a comic opera German spy, an archbishop, an archimandrite and a famous explorer serving with Rommel—housed, fed, diverted, and, except for a month or two, kept him out of gaol, is told with sophisticated ease and a keen sense of comedy. For the impact of war was felt slowly, though in the end terribly, in this enemy land, from which the author escaped to make his way through Austria and over the Brenner to Venice and Milan. Here, as an accomplished astrologer, he cast horoscopes for German officers until, after a very close shave in the last week of the war, his ambiguous nationality ceased to be a life and death matter.

BRICKMAN, MORRIE. *Do It Yourself*. New York 18: Julian Messner, Inc. 1955. Unpaged. \$2.95. This cartoon saga of man's inhumanity to himself began when the author started to build his own house in Highland Park, Illinois. He used his own experiences and those of his friends as the core of this commentary on what he likes to call "the great American tragedy." It contains 176 cartoons.

BROOKS, VAN WYCK. *John Sloan*. New York 10: E. P. Dutton and Co. 1955. 254 pp. \$5. When one of America's most distinguished authors writes the life of a greater painter who was also his close friend, the result is bound to be a book that reaches far beyond the confines of the average biography. Such was the case when the author sat down to write the life story of John Sloan. From this unique combination of art and writing, there has emerged not only a warm and intimate study of John Sloan's life and work, but also a fascinating interpretation of the flowering of realism and artistic integrity in American painting in the early part of the twentieth century. The author shared in the stimulating discussions that took place at Petitpas' boarding house on West Twenty-ninth Street, New York, where John Butler Yeats was the guiding spirit in a brilliant circle that included many artists as well as writers. It was at Petitpas' that he first met John Sloan, his friend of many years. In writing this biography, he was given access by Helen Sloan, widow of the artist, to Sloan's personal papers and diary. Thus he is able to give us a remarkably full and penetrating record of Sloan's work and thought, and of the influences and convictions that shaped his art. Sloan was intimately associated during his lifetime with many of the other famous artists who revolutionized American painting during the first half of this century—such men as George Bellows, Robert Henri, William J. Glackens, George Luks, Everett Shinn, and Guy Péne du Bois, to name but a few of them. "That the first really significant movement in the development of a national art sprang from this group of artists, and especially from Sloan," Mr. Brooks points out, "many writers have testified in the last two decades." All of these influential friends and associates of Sloan's move through the pages of his biography, so that it becomes also a fascinating analysis of a vitally important period in the shaping of American art and culture.

BROWN, H. E. *Getting Adjusted to Life*. Philadelphia 5: J. B. Lippincott Co. 1955. 471 pp. \$3. This is a new ninth-grade orientation, or life-adjustment, text. Written in a direct conversational style, it offers the beginning high-school student an objective view of himself and his problems *today* in preparation for laying the plans of *tomorrow*. The title is indicative of the scope of this comprehensive text. The author presents information on all areas of living—school, home, family, business, community. Some of the broad categories covered include personality development and differences, physical and mental health, citizenship, economy in spending and saving money, and vocational choice. Through organization and insight into the workings of the teenage mind, this text lays the groundwork of problem-situations and shows their relation to the pupil's future. The text features a complete, up-to-date section on effective study. Each chapter in this section deals with a necessary factor in the over-all study program. Helpful study aids, achieving good study habits, increasing memory span, getting the most from reading, achieving a good speaking-reading vocabulary, and many other topics are covered. In addition, there are featured modern listings of pertinent film and reading references, questions and activities at the end of each chapter, personality checklists, and important factor summaries. Included also are 184 illustrations.

BROWN, H. M., and GUADAGNOLO, J. F. *America Is My Country*. Boston 7: Houghton, Mifflin Co. 1955. 276 pp. \$2.88. This text is about the United States. Its material deals with patriotism, or love of country. Among other things it tells about the symbols of our democracy, our national documents, our monuments and shrines, our patriotic songs, poems, and holidays. The book has been written by two history teachers in the Washington Irving Junior High School in Los Angeles, California. The content of the book is divided into ten chapters written for pupils in the junior high school. The chapter titles are: What It Means To Be an American; We Americans Honor the Symbols of Our Democracy; Our Documents of Freedom; Uncle Sam's Government in Washington; Washington, Capital of Our Nation; Patriotic Landmarks and Monuments Every American Should Know; Great Americans Express the Spirit of Our Nation; Patriotic Poems and Songs for Americans; Patriotic Holidays That Americans Celebrate; and Good Americans Make Democracy Work. Included also are: the Declaration of Independence, the Constitution of the United States, suggestions for teaching each chapter of the book, and a ten-page index.

BRYANT, ARTHUR. *The Story of England*. Boston 7: Houghton, Mifflin Co. 1954. 399 pp. \$5. The foundations of our democracy were forged by the islanders of England. We owe our inheritance of liberty to their relentless battle for the integrity of the individual. From the voluminous sources that baffle many scholars and bewilder the layman, the author has distilled the unifying themes that bring new significance to the richness of Britain's past. In this book he presents it for us in a new form, as "'a pattern of timeless movements.' . . . Becket towering above his murderers in the darkened cathedral . . . 'grey goose feather' falling like hail at Crécy and Agincourt; tugs and pleasure yachts ferrying haggard soldiers from Dunkirk; such were the stuff out of which England's banner in time was woven."

BUCKLEY, PETER. *Luis of Spain*. New York 21: Franklin Watts. 1955. 87 pp. \$2.75. This is the story of a real Spanish boy who lives on a farm near Valencia. It is a story, told in words and pictures, about Luis' country and the way he lives. Trips to the gypsy horse market, swimming, and visits to his cousin who lives in a cave city furnish fun for Luis. But he works hard, too, helping his father grow vegetables in the fields and running the irrigation system that makes their farming possible.

BUDDEN, JOHN. *Jungle John*. New York 3: Longmans, Green and Co. 1954. 318 pp. \$2.50. This famous book for boys now becomes available in a new edition,

with all the original illustrations retained. This book was an immense success throughout the world when it first appeared, and many people who were brought up on these tales now want their own youngsters to have the book. One suspects that not a few of these altruistic parents, who have lost or mislaid their copies, themselves wish to renew acquaintance with the human and animal characters they encountered in these pages!

John is the son of a Forest Officer in India, and this book contains the stories of his adventures in the jungle with his father, old Damroo, and Moti, the little girl. Here is much of hunting and jungle-lore and the ways of the beasts that inhabit the Indian wild, written by one knowledgeable enthusiast and set in drawings by another.

BURLINGAME, ROGER. *Benjamin Franklin: The First Mr. American*. New York 22: New American Library of World Literature. 1955. 128 pp. 25c. This is the biography of one of the world's greatest men—who achieved fame and wealth as an editor, scientist, diplomat, and statesman during the founding days of our country.

BURLINGAME, ROGER. *Henry Ford*. New York 22: Alfred A. Knopf, Inc. 1955. 211 pp. \$2.50. Here in small compass, enriched with understanding, is the story of the great hero of mass production. In the first, fateful decades of this century Ford evolved a cheap standardized car that transformed American life in city and country and called into existence new industries, new roads, a new mechanically minded generation. The relentless technical rationalization that made this possible excited the wonder—and emulation—of the world. Ford's greatest innovation—the moving assembly line—raised human productivity to heights undreamed of.

The life of this lonely, unlettered, contradictory genius was as legendary as his accomplishment. The author describes Ford's early days on a Michigan farm, his dogged attempts in a Detroit woodshed, the desperate need of funds that drove him into automobile racing. He describes the formation of the Ford company, its struggles and reversals, the lawsuits, the crises, the adjustments and advances. He discusses the powerful personalities that Ford attracted to himself, the internal dissensions in the company, the controversial labor policy, Ford's benefactions and blind spots, his family life, his square-dances, his fling at politics. The author has shown all sides of this tight-lipped, intuitive man and all phases of his career which changed the world.

BURT, OLIVE. *John Charles Fremont*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.75. The Rocky Mountains were a wilderness, uncharted and unexplored, that challenged our country's growth westward. Charles Fremont, a trained topographer as adventurous as any woodsman, met that challenge four times and mapped the wilds of Utah, Oregon, and California.

Charley Fremont was a handsome, well-liked boy who dropped out of college because he couldn't explain his frequent absences. The southern woods in that autumn of 1830 held too many attractions for him, forever off on jaunts with his Creole friends. But Charley did well enough in mathematics to earn an appointment as instructor on a three-year cruise of the Navy's training ship *Natchez*. Back on land he was glad to begin a job in the midwest forests as surveyor on a field trip for the U. S. Topographical Corps. His success on that mission led to an even more exciting assignment—command of a mapping expedition through the Rockies.

Those were the days of "manifest destiny," the lively era when many statesmen felt that our country's future depended on pushing other nations off the American continent. Indians and the hazards of unknown wilds were an added problem. Charley had all he could handle as soldier, surveyor, and diplomat; so he hired seasoned woodsmen to guide him through Sioux and Ute country.

Kit Carson and "Broken Hand" Fitzpatrick were scouts who saw Charley through his four famous expeditions. Out from St. Louis, up through the mysterious northern

pass and south to California, Charley and Kit Carson searched for trails to aid settlers who would come later. Fremont won many honors in the way he met adversity and in his handling of the arrogant Mexicans in California. But opinions changed and the respected Col. Fremont found himself accused of crimes against his country. His trial, the loyalty of his wife and friends, and his final honors are fascinating chapters in the story of the dashing explorer who mapped the uncharted West.

BUTLER, K. B.; LIKENESS, G. C.; and KORDECK, S. A. *101 Usable Publication Layouts*. Mendota, Ill.: Butler Typo-Design, Research Center. 1954. 112 pp. \$3.75. This handbook, number three in a series on publication layout, is aimed at enlarging the scope of an editor's work. The first two books offered clinical and creative discussions on the role of these two elements in the finished magazine page. This handbook is intended primarily as a source book, presenting 101 different layouts, covering with at least one example practically all possible single page layout situations and problems.

CAMPBELL, PATRICIA. *By Sun and Candlelight*. New York 11: The Macmillan Co. 1955. 288 pp. \$3.50. This is a story of pioneering in the rich timber country around Puget Sound. In the 1880's, Armory Cummings intended to establish a lumber empire in the wilderness, but he reckoned without the Wolfkill family and more especially—Betsy Wolfkill. It is the story of three women and two men, virtually alone in a Northwest wilderness—a story of the private destinies of five people—their love, hates, jealousies, and triumphs.

CARBO-CONE, MADELEINE, and ROYT, BEATRICE. *How To Help Children Learn Music*. New York 16: Harper and Brothers. 1955. 150 pp. \$3.50. In text and pictures, this book offers a valid, workable, and entirely fresh method for introducing children to music through play. Developed by two professional musicians from their own experience in teaching children from the ages of five to twelve, the program is presented in the form of games and activities, each designed to put across a specific musical idea or develop a particular musical technique. The book is presented in such a fashion that musical parents and music teachers can use it as a basis for teaching groups of their own.

Career Guidance in Television, Radio, Electronics, and Military Communications. Chicago 41: DeVry Technical Institute, 4141 Belmont Avenue. 1955. 104 pp. (8½" x 11"). This book has been prepared especially for high-school vocational guidance use. It contains reprints of articles, photographs, and other data that have appeared in well-known national magazines and other reliable sources as a means of providing an impartial cross-sectional view of some of the most important activities in the fields of television, radio, and electronics. The latter pages of the book provide details on how those seeking to enter these fields may obtain the type of training and subsequent employment help that are needed.

CARGOE, RICHARD. *Brave Harvest*. New York 18: Ballantine Books. 1955. 175 pp. Paperbound, 35c; hardbound, \$2. This is the story of Harvest Day, the blood brother to the Indians and then their enemy. It is a novel of the First Indian wars. The first white settlers who pushed up the Connecticut River played and hunted with these Indians. But the older, craftier men back in Boston would not have it thus, and before long friendship was replaced by war.

CARSON, R. L. *Under the Sea Wind*. New York 22: New American Library of World Literature. 1955. 160 pp. 35c. This is the drama of life in the sea and sky as recreated in story. Here one reads about the habits and life cycles of the myriad creatures who battle fiercely for the prize of life along the shore, in the open sea, and along the bottom of the sea.

CASTERET, NORBERT. *The Darkness Under the Earth*. New York 17: Henry Holt and Co. 1954. 198 pp. Here are true stories of those intrepid adventurers who explore the caverns and galleries far below the surface of the earth. It is a story of danger and sudden death played out in the frozen silence of deep caves. The author, who is one of the world's foremost cave explorers, writes simply, yet with the same impact Maurice Herzog achieved in *Annapurna*. There are accounts of the exploration of the ice caves in the uppermost tiers of the great mountain amphitheater above Gavarnie in the Pyrenees—paradoxically the highest caves ever explored; stories of underground rivers, springs, and sinkholes. The author deals at length with the hazardousness of the work: the rock falls, the sudden floods that occur in subterranean rooms, the dangers of ice and cave-ins. Here, also, is the story of the great Maurice Loubens who lost his life on an expedition with the author.

CASTLE, E. W. *Billions, Blunders and Baloney*. New York 10: Devin-Adair Co. 1955. 288 pp. \$3.50. Do you know that since 1948 we have spent over forty billion dollars to help "save" other countries? Do you know that since 1948 we have spent over half a billion dollars for propaganda alone in Europe, Asia, and Latin America? Here is the fantastic story of our give-away and propaganda program all over the world. It is told by a man who has traveled 75,000 miles to find out why the United States is becoming the world's most unpopular country while spending billions to make friends. The author interviewed hundreds of men and women in many countries. He got the lowdown on how mammoth appropriations are obtained by such Washington agencies as FOA and USIA. And he has concluded that "the failures, blunders, wrong guesses, bad timing, and gross extravagances of well-meaning but pathetically unqualified policy makers" are to blame for the "Yankee Go Home" signs that are painted on walls and fences all over the world. "It is an appalling story," says the author, "most of which, I am sure, is unknown to the American people. I felt that the story should be told, so they might know what they are buying with their billions."

CHAMBERLAIN, ANNE. *The Tall Dark Man*. Indianapolis 7: Bobbs-Merrill Co. 1955. 215 pp. \$3. This is the story of Sarah Lou Gross in the few hours of suspense and terror when she was the quarry of the tall dark man to whose act of murder she had been the sole witness. But it is also the story of the thirteen years of Sarah's life, years of much loneliness whose events had finally isolated a little girl from the large community of safety in affection and shared experience so that the tense drama of the hours when Sarah hid and ran from death is only the last chapter in a history of hiding in uncertain refuges.

CLARKE, A. C. *Earthlight*. New York 18: Ballantine Books. 1955. 159 pp. Paperbound, 35c; hardbound, \$2.75. This is a novel of man's quest for the treasures of the moon.

COLWELL, MIRIAM. *Young*. New York 18: Ballantine Books. 1955. 164 pp. 35c. This is a novel about restless teenagers—a day in the lives of two girls.

CONGDON, R. T. *Our Beautiful Western Birds*. New York 16: Exposition Press. 1954. 408 pp. \$9. Here, at last, is the long-awaited publication of a momentous work, the culmination of years of observations made with notebook and camera by two expert naturalists. Here is an informal study of the peculiar habits, gaming devices, and markings of a great variety of birds of the western states and Canada strikingly illustrated with more than 185 remarkable action photographs. Rarely, if ever, have birds been caught on film as they actually live, mate, and protect themselves. Nesting, flight, courtship, migration, and all phases of bird life are carefully recorded. There are special accounts of wildlife refuges in the western states and the story of two summers spent in the Hudson Bay country, where the author discovered the nest

and downy young of the nearly extinct Hudsonian godwit. The prose of the author, who is blessed with a charming sense of humor and a flair for writing, is distinctively warm and human as well as informative. You will find fascinating sketches, concise and detailed, and a treasure chest of technical information on such things as how best to build blinds, photograph birds in motion, shoot still photos that capture the subject in a pose that best displays its beauty, markings, and other distinguishable characteristics. This book is an important contribution to nature study, and of value to the naturalist, biologist, teacher and student, photographer, birdwatcher, and the general reader interested in bird life.

COUSTEAU, CAPT. J. W., and DUMAS, FREDERIC. *The Silent World*. New York 20: Pocket Books, 630 Fifth Ave. 1955. 240 pp. 35 cents. A story of undersea discovery and adventure unfolding wonders never before seen by men. Contains 32 pages of photographs plus 16 in full color through the courtesy of the National Geographic Society. A Cardinal Giant pocket edition.

CREEKMORE, HUBERT, editor. *A Little Treasury of World Poetry*. New York 17: Charles Scribner's Sons. 1952. 944 pp. \$3.50. The seventh volume of this book is a carefully chosen selection of the best translations in English of the outstanding poetry written in the principal foreign languages, ancient and modern. As such, the selection ranges over an enormous span of time, from the earliest Egyptian and Babylonian hymns, through the long tradition of Chinese poetry, the Hebrew prophecies and canticles, the rich heritage of Greece and Rome, and the work of the great Italian, French, Spanish, Russian, and German poets of the past, and on down to our own day. No translation has been included which did not, in the opinion of the editor, achieve an actual transmutation, and a number of the translators here represented are, themselves, poets of importance.

An anthology presenting selections of the best poetry of the other languages of the world has not been published for many years. In the interim, much work of a high order has been done in the field of translation. At their best, translators become re-creators and, in that sense, poets as well. The finest translations become poems in English. Many of the translations in this collection will be found to fall within that category, opening up to the reader new worlds of thought and feeling hitherto inaccessible because of the barriers of language. Here is a collection covering nearly forty-six centuries, presenting in English the great poetry of all times and tongues.

CROSSER, P. K. *The Nihilism of John Dewey*. New York 16: Philosophical Library. 1955. 250 pp. \$3.75. In this book the author, a social philosopher, undertakes to demonstrate the inner contradictions that Dewey's philosophy of science, art, and education. The author believes that Dewey's philosophy has left those who have come under his influence with a fragmentary view of things; and, in particular, it has left the American teacher enmeshed in unrelated details. With these factors in mind, the author undertakes to demonstrate the cognitive untenability of Dewey's position. He does not say that Dewey and Deweyism had no legitimate place in America; he believes it had. He states that it has cleared away the conceptual road-blocks against rational thinking which have been erected in America by preceding philosophic schools. He does not think that Dewey was an American Socrates but, rather, that he is the foremost American sophist.

DANIEL, GRETA. *Useful Objects Today*. New York 20: Simon and Schuster. 1955. 16 pp. plus 40 gravure plates (8½" x 11"). \$2.95. It is a survey of familiar implements used in today's homes, covering a wide range of objects. Kitchen utensils, tools, glass and dinnerware, lamps, clocks, luggage, bowls, and vases are handsomely photographed and contained in a looseleaf portfolio. The plates are accompanied by

an introductory text on the development of modern design and its place in our civilization. The perfection and refinement these articles show and the stimulation they provide are the direct expression of a way of thinking as new in its interpretation of the world of today as it is old in its return to the basic elements of good design.

DARINGER, H. F. *Like a Lady*. New York 17: Harcourt, Brace and Co. 1955. 222 pp. \$2.50. Earning money seemed the hardest and most important thing Johanna had to do the autumn she was in eighth grade. Mother's salary could be stretched to cover food, coal, and the small sum put aside for college. But there was never anything left over for extras or for even a tiny allowance. Dresses for Johanna and for Abbie who was younger were always cut down from the substantial, dingy-colored clothes that their great-aunts passed along. Even Mother who was so pretty had nothing but homely made-over skirts and blouses. None of this skimping had really bothered Johanna, until she overheard Miss Smott's cruel remark suggesting that the PTA would probably not elect Mother a delegate to Chicago because of her shabby clothes. That seemed too unfair! Johanna secretly determined to earn the money to buy her mother a fashionable suit for the election meeting.

DAWYDOFF, ALEXIS, and ROLFE, DOUGLAS. *Airplanes of the World*. New York 20: Simon and Schuster. 1954. 320 pp. \$2.95. This book contains over a thousand drawings of just about every airplane that was ever built. It is accurate and authoritative. It does not pretend to be a history of the social or economic, or even heroic, aspects of aviation; it is instead a record of the airplane structure. Of course you remember the Curtiss Red Wing, and the Antoinette, and the Caproni triplane (which incidentally had sixteen wheels and fifty-eight struts!), and the Ford Tri-motor. But you may not be so familiar with Burgess-Dunne tailless biplane of 1914; or the Sopwith Tabloid, which set the style for most allied fighters of World War I; or the Bell FM-1 Airacuda. We could go on and on. But the point, is they are all here—the familiar old favorites and the odd balls that never made the grade—either because they were too far advanced or because they were just plain lemons. Accompanying each drawing is a complete caption with the important data, including any peculiarities the particular ship may have.

In addition, there is a ten-thousand word narrative history of the development of the airplane and its parts, by Mr. Dawyoff, who was on the scene throughout most of the period. The airplane's genealogy, both military and commercial, will be found in the end papers. This unique chart shows the ramifications that occurred in the remarkable and rapid growth of the airplane, from flimsy cloth-covered racks to the air-conditioned supersonic ships of today.

DEFRANCE, J. J. *Direct Current Fundamentals*, second edition. New York 11: Prentice-Hall. 1955. 334 pp. \$4.25. Since the publication of the first edition (which was written specifically for the electronics field), many requests were received for the addition of material that would make this text equally applicable to students in the "power" field. With this aim in mind—and without detracting from the original electronics goal—several chapters have been expanded to include: (1) additional problems with power applications; 2) earlier introduction to the use of instruments; (3) electrical to mechanical power conversions and efficiency; (4) electrical energy; (5) electrical equivalent of heat; (6) temperature—resistance calculations; (7) instrument sensitivity *versus* accuracy; (8) Kelvin bridge; and (9) Kirchhoff's laws. The conversational style of this book is intended to assist the student to a clear, easy understanding by making the subject "live." Questions stimulate his thinking; the analogies help to connect the subject matter of the text to previously acquired knowledge or to "common sense."

Conventional treatment has been replaced by the electron theory, not only in the explanation of current, conductance, and potential, but in magnetism and induced voltage as well. This book can be understood by anyone with a knowledge of physics; it is also recommended to more advanced students as a review of fundamentals. With the rapid advance of electronic industries, many radio mechanics and servicemen find their earnings limited by lack of adequate knowledge. Increased competition and the advent of more complex circuits has made basic theoretical knowledge indispensable. This book will be especially valuable to this group.

DEVOE HOME DECORATING INSTITUTE. *Do-It Yourself Guide To Successful Home Painting and Decorating.* New York 20: Simon and Schuster. 1954. 224 pp. \$3.50. This book answers about every question about inside and outside painting of a house. Here is information about painting the walls, ceilings, floors, and furniture inside the house as well as the entire exterior. It has scores of pictures and specific step-to-step instructions showing: when to paint, color schemes, mixing colors, buying the paint, selecting the right brush, spray or roller for the job, how to apply paint, etc.

DODGE, DAVID. *Time Out for Turkey.* New York 22: Random House. 1955. 245 pp. \$3.50. From Cannes on the French Riviera, the author and his wife set forth in a small Invictus car, aiming in the general direction of Trieste, the Balkans, and Turkey. Not a very difficult journey for Americans with money, you might say. But somehow trouble and the Dodges always seem to meet in the most unexpected places. And the first of these was Yugoslavia. Ljubljana, Bld, Zagreb ("tipping was regarded as uncommunistic"), Belgrade, Sarajevo, Titograd, Skopje—everywhere they turned they found that the roads could be classified as ranging in quality from poor to incredible. Then on into Greece where "capitalism, competition and Coca-Cola reared their heads on every side"—in Salonika, Athens, and Corinth. From Greece, the Dodges flew to Istanbul, "one of the oldest, bustlingest and most fascinating cities on the face of the earth," with one million people and ten thousand taxicabs. On the return trip they go to Venice, northern Italy, Nice, and back to Cannes.

DRATLER, J. J. *The Judas Kiss.* New York 17: Henry Holt and Co. 1955. 255 pp. Here is a story of innocence and doubt, a story so readable and so real that the reader will soon be caught up by the author's imaginary world and will share, vicariously, the experiences of his characters. It is a novel fraught with atmosphere and emotion, written with certainty, and dealing with real people in real predicaments. It returns to the great tradition of storytelling, leaving implication and analysis to the reader's imagination. This is the story of a man who found a woman whom he doubted, yet whom he could not easily resist.

DROKE, MAXWELL, editor. *The Speaker's Special Occasion Book.* New York 10: Grosset and Dunlap. 1954. 511 pp. \$3.85. This is a reference work for educators, ministers, and civic leaders; especially prepared for speakers at schools, clubs, and public celebrations. It was conceived by the editors of *Quote*, the weekly digest for public speakers. It is the product of ten years of exhaustive research; planned with the close co-operation of librarians and speech instructors, who emphasized the pressing need for just such a volume.

The editors have not been content merely to provide "some pieces to recite" for Christmas, or Easter, or Flag Day. There is, in each instance, a background sketch, giving you the history and philosophy of the event. These introductions, within themselves, provide the foundation for fascinating talks.

DU GARD, R. M. *The Postman.* New York 17: The Viking Press. 1955. 156 pp. \$3. Written in the early thirties, this connected series of portraits-in-action bares the

life of a provincial French town, and in so doing subtly and ironically exposes the dry-rot that the author saw threatening his country after World War I. Joignea the postman, peasant-shrewd, money-avid exploiter of others' weaknesses, is the omniscient eye of the town. The reader, following him on one day of his letter-carrying rounds, peers over Joignea's burly shoulder into the houses, the lives, the secrets of some two dozen unsuspecting villagers—from the saintly Abbé Verne, despairing over his godless flock, to pompous M. Arnaldon, the bureaucratic windbag of a mayor. At day's end and book's end, this microcosmic French world is totally evoked—an evocation which, viewed with the hindsight of the fifties, seems full of prophetic insights.

ECKERSON, OLIVE. *My Lord Essex*. New York 17: Henry Holt and Co. 1955. 411 pp. \$4.50. This is a novel about one of the most powerful and curious romances of all history: Elizabeth and Essex. It is a story of great emotional conflict, driving ambition, and ill-fated love. The universal appeal of the love affair of Elizabeth and Essex rests, in a large measure, on the dynamic personality of Essex. Handsome, wealthy, and ambitious, Essex was the apotheosis of the soldier-courtier of his age. His practical and often hardheaded Queen found in him those qualities she most admired in a man. She showered him with honors and was ambitious for his success. But the circumstance which gives this book its special tragic irony is that Essex considered his Queen's gifts as mere stepping stones to a greater ambition of his own.

ELLISON, E. A. *Teacher, Teacher, Don't Whip Me*. Boston 20: The Christopher Publishing House. 1955. 189 pp. \$2.75. Were you ever in the fifth grade? We feel sure that you were, and be it ever so long ago that you were in that enchanted realm, we believe you will recognize at a glance the sometimes charming characters in this book. Here are many fascinating little menaces that run helter-skelter across the pages of this book, the chronicle of a year of schoolteaching in the fifth grade in Menger School, Corpus Christi, Texas. The particular children whom she tells of in her book were a group who had been together during all of the years of their elementary-school training. Each one was a character, or individual, in his own right, and yet together they formed a group which was very close in affection and interests.

EPSTEIN, SAM and BERYLE. *The First Book of Hawaii*. New York 21: Franklin Watts. 1954. 66 pp. \$1.75. This is an introduction to the sun-warmed land which Mark Twain once described as "the loveliest fleet of islands that lies anchored in any ocean." The authors recount Hawaii's past and portray her entrancing present. Here are described the bold sweep of ocean and volcano, the stretch of pineapple and sugar plantations and of ranches, the legends and the customs brought to Hawaii from many countries. Then, too, there is the story of her people from many lands who have contributed their part to the charm, the warmth, and the friendliness that is the spirit of Hawaii. Illustrated by Paul Lantz.

FEILING, KEITH. *Warren Hastings*. New York 17: St. Martin's Press. 1954. 432 pp. \$6. Warren Hastings, first Governor-General of India, believed that although "the British dominion in India" could only be a temporary possession, the day of separation might be long postponed if Britain ruled Indians in sympathy with their traditions and religious faith. Though the events of his governorship brought him to one of the most controversial Parliamentary trials in English history, to this day the memory of Warren Hastings commands the highest respect from the Indian—more so than that of any other man of British birth.

It is with a study of Hastings' character rather than with the detail of his many politics that the author is concerned. Considerable attention is therefore devoted to the formative years, to Hastings' marriages and private life, and to his relation to the

strife and factions in Parliament and in East Indian House which finally brought him to ruin.

The biography is built principally on the three hundred and more volumes of Hastings' personal papers and his unpublished letters to George Vansittart, his most intimate friend in India.

FRANKLIN, M. A. *Rehearsal*, third edition. New York 11: Prentice-Hall. 1953. 351 pp. \$6. This book is intended for the person who likes to act but who has had no opportunity to improve his latent talent systematically and for those who refuse to sit back and enjoy plays as members of an audience only. This volume contains principles, but no rules. All the fine arts are built upon principles and not upon rules. All the principles must be studied and then be suited to the situation, mood, character, and atmosphere of the play. The exercises and the text of this book are offered to provide more pleasure by enabling the student to derive this from the exercises, the practice, the drill, and the toil in improving his ability. The book is divided into four parts: The Player Acquires Habits, The Physical in Acting, The Mental in Acting, and The Emotional in Acting. There are eighteen chapters which compose these four parts. Indexed and illustrated. One innovation in this third edition is the marginal reminders in columns alongside the excerpts.

FRIEND, J. N. *Numbers; Fun and Facts*. New York 17: Charles Scribner's Sons. 1954. 222 pp. \$2.75. This book relates many little known facts about numbers. It answers such questions as: How did numbers originate? How do you multiply in Roman numerals? Who invented zero? What is the legend about the first magic number square? and many others. These are only a few of the many facts and also an idea of the fun that can be found in this book.

FRYKLUND, V. C., and LA BERGE, A. J. *General Shop Bench Woodworking*, fourth edition. Bloomington, Ill.: McKnight and McKnight. 1955. 152 pp. (7 $\frac{3}{4}$ " x 10 $\frac{1}{4}$ "). This book offers instruction in the fundamentals of woodworking. It is adaptable for use in the unit shop or in the general shop. The instructional units are flexible for use with the variety of teaching methods that are employed there whether individual or group. It contains 76 units of instruction and 15 pages of diagrams of additional projects. The vocabulary has been checked for use with junior high-school pupils. Test questions are provided to serve not only as a measure of the extent of learning but also as an aid to study. The book is with pictures and drawings to illustrate the projects studied.

FUNK, WILFRED. *Six Weeks to Words of Power*. New York 20: Pocket Books. 1955. 302 pp. 35c. This Pocket Book is entertaining as well as instructive. It leads the reader (for just a few minutes a day) through six weeks of vocabulary-building exercises. It begins with a 20-minute test of the reader's vocabulary. Exercises are divided into sections dealing with nouns, verbs, and adjectives, and further divided into chapters such as "Verbs of Energy" and "Adjectives That Deal With Personalities." This volume also contains a "bonus vocabulary" section, suggestions for other word-building books, and a vocabulary index. The reader's interest is maintained throughout with short chapters on the historical derivation of common words.

GAER, JOSEPH. *Consumers All*. New York 17: Harcourt, Brace and Co. 1940. 222 pp. \$1.32. Few deny the need for consumer's education. The problem isn't one of interest or need—it is one of ways and means. How can consumer education be added to the already crowded high-school curriculum? This book presents to high-school pupils information for wise buymanship. This book is designed to supplement and dovetail with the high-school economics course, or to be used as one of the problems in the Problems of Democracy course. The book itself covers those aspects of consumer information

of most vital concern to the buyer. In addition, it provides: (a) fifteen consumer projects with readings and (b) a dictionary of consumer terms in daily use.

GAGER, W. A., et al. *Functional Mathematics, Grade 8*. New York 17: Charles Scribner's Sons. 1955. 383 pp. \$2.24. The authors of this series believe that mathematical concepts and principles form the only foundations for building scientific textbooks which will function in a useful, practical, and satisfactory manner. They have searched diligently to find ways to present the mathematical ideas in their most effective, logical, and psychological patterns, and in words that would be most readily understood. In doing this, they have used the best from the old and new psychology of learning and have investigated many research studies that apply to the teaching of mathematical materials.

Mathematics have to be presented as a system of principles with each new principle standing on the solid foundation of other principles which have been previously mastered. There is no other acceptable way to present mathematical ideas and expect mathematical growth. A thoughtful teacher of mathematics would no more think of being careless about building these basic mathematical foundations than an architect would think of building a skyscraper on a faulty foundation.

Throughout this series each new principle, when first presented, is carefully tied in with others upon which it depends. The purpose of this procedure is to enrich the principles which have been previously used and to give the student a correct and thorough understanding of the meaning of the new one being introduced. If the new principle is understood and practiced, it will be mastered. Then the processes growing out of it will be correctly and permanently fixed in the learner's mind.

The authors believe that the learning process is primarily an interaction of the personality of a student with his total environment. In their selection of materials, they have kept the student in mind continually. They know that he learns only those things which have meaning for him and must, therefore, be made to understand that what he is studying will satisfy his present needs and enable him to meet his future needs. They realized that, in order to offer the greatest opportunity for the maximum mathematical development of the student, they must provide psychologically consistent and personally satisfying experiences built on sound mathematical foundations. Realizing also that a student learns best by doing and remembers longest those things which he discovers for himself, the authors made every effort to present the materials throughout this series in a way that would challenge the student to think and to discover mathematical truths and relationships for himself. The student is provided numerous opportunities to reach conclusions through suggested experiments. On the other hand, he is given many opportunities throughout the series to study the nature of proof and good deductive procedure.

It is strongly recommended by many curriculum experts and mathematicians that every high-school student should be required to take functional mathematics to the end of the tenth grade. In this order, the *Functional Mathematics* series, *Grade 7, Grade 8, Book 1* and *Book 2*, has been specifically written to implement this recommendation and to provide the mathematics that all high-school students need to become mathematically competent. It is the best mathematics that can be given in these grades, and all students will derive far more from this modern type of mathematics than from the older types. Students who have the inclination and the time should, of course, continue the study of functional mathematics through the senior high school.

GARDNER, E. S. *The Case of the Glamorous Ghost*. New York 16: William Morrow and Co. 1955. 284 pp. \$2.75. This is a Perry Mason mystery of a rich family that had plenty of trouble.

GARST, SHANNON. *James Bowie*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.75. The fiercest Indians of the whole hemisphere roamed the Texas plains in 1830. Comanches, Wacos, Caddos, and the cannibalistic Karankahaus—the very names struck terror to men's hearts. One strong man rode among them on a mission aimed at healing the growing quarrel between Mexico and the United States. James Bowie was that fearless man—a hero who looked like a hero. Six foot two, waves of reddish hair, a broad grin, and steel blue eyes, Jim caught men's eyes wherever he strode. As a boy in the Louisiana swamp country, he explored the bayous practicing his skill at lariat throwing. Jim was so expert with the rope he could loop even a turtle, and one of his greatest adventures was roping and riding a ferocious bull alligator. In that snake-infested country he learned to throw a knife with deadly accuracy. While still young, he invented the famous Bowie knife, the blade that later was to save his life in many a tight squeeze.

GEISMAR, MAXWELL, editor. *The Whitman Reader*. New York 20: Pocket Books. 1955. 542 pp. 50c. This anthology contains autobiographical and biographical notes, a complete index of poems, and a bibliography, as well as a critical introduction by the editor in which he evaluates Whitman as "a great primitive poet, a founder of modern verse, a fountainhead of ideas, attitudes, techniques in twentieth-century prose and poetry alike."

Poetry from *Leaves of Grass* includes "Song of Myself," "Starting from Paumanok," "Crossing Brooklyn Ferry," "Song of the Open Road," "By Blue Ontario's Shore," "Memories of President Lincoln," "When Lilacs Last in the Dooryard Bloomed," "Oh Captain, My Captain," and others. The prose selections include excerpts from "Specimen Days" and "Democratic Vistas" and, in complete form, "Death of Abraham Lincoln," "Origins of Attempted Secession," and "Preface, 1855, to First Issue of Leaves of Grass."

GERI, F. H. *Illustrated Games and Rhythms for Children*. New York 11: Prentice-Hall. 1955. 208 pp. \$2.95. In this book, the author presents graphic ideas of activities for children in the lower elementary grades. The games are presented with minimum direction and detailed drawings so that the book has the facility of a handbook and can easily be used by anyone. Included are rhythms, singing games and dances, special event games, relays, and equipment games that can be used in the school, on the playground, at camp, and in the home.

GIAEVER, JOHN. *The White Desert*. New York 10: E. P. Dutton and Co. 1954. 256 pp. \$5. The author, a member of the Norwegian Polar Institute and leader of the Norwegian-British-Swedish Antarctic Expedition of 1949-1952, tells the story of the expeditions two years amid the snows and virgin mountains of Queen Maud Land in the Antarctic. The expedition led by the author was a unique experiment in exploration, the first large-scale international expedition ever organized. Men of all three nations composed the wintering party who established their main camp, Maudheim, on a floating ice shelf fronting the Weddell Sea and from there journeyed inland by dog sledge and snow tractor to survey and study the previously unexplored glaciers and mountains of the interior.

The author paints a vivid and intimate picture of himself and his fourteen companions living and working in the wooden houses of their station half buried in snow. The reader comes to share their cramped and compulsory companionship and to feel the effects of insomnia and of the winter darkness when the sun disappears for months. He tells how they learned to manage dog teams, how the scientists climbed the meteorological mast in screaming blizzards to read weather instruments, and bored deep into the ice for samples.

Disaster struck when three expedition members were drowned in the bay, while a fourth man was rescued from a drifting ice floe. Another tense episode was the operation successfully performed to remove one member's right eye, injured by a rock splinter.

Vivid accounts by the leaders of the parties who explored the inland glaciers, mountain peaks, and ranges—a wonderland of ice, snow, and mountains—are woven into the narrative. On these adventurous journeys the mountains were surveyed and soundings were taken revealing the presence of great peaks and fjords buried wholly or partly beneath the amazingly thick primeval ice.

GILMARTIN, J. G. *Word Study*. New York 11: Prentice-Hall. 1955. 206 pp. \$1.84. The content matter of this book is both diversified and comprehensive in nature and presentation. It is not necessary that the lessons be taken in sequence; the order of assignment should be left to the discretion of the teacher. Though all the exercises and lessons may not appeal to every teacher, there is sufficient material to permit judicious selection.

Throughout the book will be found many lists of words with their definitions as well as present-day accepted pronunciations. This material should prove practical and helpful because many of the students may not possess an up-to-date dictionary. The interspersion of completion, multiple-choice, and true or false exercises, coupled with lessons on spelling and words frequently confused, should have a stimulating effect upon the class. The students will also find some word lists that have diacritical markings and others that are presented phonetically. There are also lessons containing words from Thorndike's *Teacher's Word Book*, a colossal work which contains not only the 10,000 most frequently used words in our language but also their degree of frequency.

GODDEN, RUMER. *Hans Christian Andersen*. New York 22. Alfred A. Knopf, Inc. 1955. 222 pp. \$2.50. A perfect matching of subject and author, this biography of Hans Christian Andersen recreates the life of the famous Danish poet with much of the same charm and magic that made his fairy tales the immortal works of art they are. The bare, poignant facts of Andersen's life are in themselves the very stuff of which fairy tales are made, and the author had revealed the intimate relation between the outward events and the inner quality of a career. Success came to Andersen only toward the end of his life and after a multitude of heart-breaking failures and frustrations. A lonely, gentle, grotesque figure, he knew little but poverty and scorn until the final years, but when recognition did come, it was a recognition more fantastically triumphant than any ever envisaged in his tales. As Andersen himself wrote: "Life itself is the most wonderful fairy tale."

GOIN, O. B. *World Outside My Door*. New York 11: Macmillan Co. 1955. 192 pp. \$3.50. This book is the product of years of observation. Written with a style and vocabulary that is easily understood by the layman, the daily and seasonal life of the animals around her—mostly small things, frogs, lizards, turtles, songbirds, and the like—comes vividly to life. The book contains some original observations of importance to science, on the peck order of wild birds at a feeding station, the life history of a land flatworm, and the homing instincts of frogs. Illustrated with line drawings by Esther Coogle, University biological artist, this book should interest both the zoologist and the general reader.

GONZALEZ, XAVIER. *Notes About Painting*. Cleveland 2: The World Publishing Co. 1955. 82 pp. \$3. This notebook deals with the nature of painting and with the art of picture making as a by-product of the study of art rather than a finality. Painting is to think in terms of symbols. It is a continuous repetition of an act of assertion and of humility. In this book the words and drawings complement each other. It is an attempt to extend the power of the graphic form into the realms of the written word.

The book is addressed to the artist and to the student of paintings so that they may better recognize the inner voices that are echoes of a universal language.

GRAHAM, BILLY. *Peace with God*. New York 20: Pocket Books, 630 Fifth Ave. 1955. 256 pp. 35 cents. For 36 years, Billy Graham has preached to crowds, perhaps, as large as any in the history of Christianity. Millions watch him and listen to him every Sunday on radio and TV. His daily column, "My Answer," is read in scores of metropolitan newspapers from coast to coast, and his movies *Midcentury Crusade*, *Oil Town USA*, and *Mr. Texas* have set a new pattern in the field of religious films. This is a book of eighteen chapters—six each devoted to: "The Problem," "The Solution," and "The Results." A Permabook edition.

GRANT, M. P. *Biology and World Health*. New York 16: Abelard-Schuman. 1955. 220 pp. \$3.50. We believe that this is the first time a book on biology for teenagers has been definitely planned to link the facts of biology directly to health. Furthermore, this link with health does not stop at the health of the individual, but also makes the connection with world health; for the author believes that no one people will be mentally, socially, and physically healthy until all the peoples of the world are. Naturally, in discussing world health, the author discusses in some detail the work of the World Health Organization (WHO) of the United Nations.

After an introductory chapter which takes up, in general terms, energy, biology, individual, public, and world health, the following chapters are devoted specifically to energy and the web of life: how worms affect us; microbes (including a discussion of microscopes); viruses; how man protects himself; how science helps man protect himself; what influences health; and how health can be measured.

GRANT, R. M. *The Sword and the Cross*. New York 11: The Macmillan Co. 1955. 144 pp. \$2.75. Throughout the early centuries of Christianity, the Roman government continually tried to suppress the new religion. Ultimately it failed, but only after a long period of struggle, misunderstanding, and persecution. The author has placed this clash between government and Christianity on the context of the entire history of the policy of Roman rulers concerning religion. Tracing the government's attitude toward foreign religions from the early days of the republic on through the empire, Dr. Grant shows how Rome tried to preserve its religious and cultural traditions from all external influences. Thus, there was a long series of legal and judicial precedents for treating Christianity as subversive. The author analyzes these precedents and the particular teachings of Christianity which set the state against it.

GRAY, MARTHA, and HACH, CLARENCE. *English for Today*, revised. Philadelphia 5: J. B. Lippincott Co. 1955. Book 9, 576 pp., \$2.60; Book 10, 576 pp., \$2.64; Book 11, 576 pp., \$2.72; Book 12, 591 pp., \$2.76. This all-new revision of this book is an up-to-date and flexible English program for grades 9-12. Each book is entirely in line with the objectives set up by the Commission on the English Curriculum of the National Council of Teachers of English, and the material in all four books is presented through the communication media—reading, writing, speaking, and listening. Whether the course is terminal in nature or the students are college-bound, this series will meet the needs and demands.

Each book offers more than enough material for one year's work. Grammar is sensibly presented in a separate handbook section at the back of each book. These handbooks contain instructional material, many examples, and comprehensive tests on each grammatical principle taught.

Throughout all four books of this series for grades 9 to 12, the aim is to make learning as pleasurable as possible. This positive approach includes (1) a vocabulary the student can understand, (2) a presentation designed to attract and encourage his

interest, and (3) the inclusion of an unparalleled amount of illustrative material. The latter includes not only the accepted materials—paragraphs of description, narration, exposition, argumentation, short stories, essays, plays, and poetry—but also selections from the classics and from original student writings.

This series stresses the pleasure to be derived from participating effectively in group activity; the enjoyment that comes from the ability to read with understanding; and the real satisfaction and sense of achievement which the student feels as a result of mastering the craftsmanship of writing.

In summary, *English for Today* represents the accepted trends in the teaching of English; it contains a complete, four-year English program in the books themselves—no workbooks are necessary; it concentrates on those skills directly concerned with the communication media—reading, writing, speaking, and listening; it offers a sensible presentation of grammar in a separate handbook section; it contains a diversified, comprehensive testing and activity program; it has been written by competent, experienced class room teachers; it includes much illustrative materials, thus eliminating most of the outside reference work required of the student; it uses illustrations as direct teaching devices and not as page ornaments; it has an extensive Teacher's Manual containing suggestions for teaching the English course as well as answers to all of the questions and activities; Books 9 and 10 stress the acquisition of information and skills, while Books 11 and 12 stress the application of information and skills.

GRISWOLD, E. N. *The Fifth Amendment Today*. Cambridge 38, Mass.: Harvard Univ. Press. 1955. 92 pp. \$2. This book sweeps away clouds of misunderstanding from around the Fifth Amendment. Unequivocally, the author defends the protection it affords. "If we are not willing to let the Amendment be invoked, where, over time," he asks, "are we going to stop when police, prosecutors, or chairmen want to get people to talk?" He reminds us how this ancient privilege was won for us over the centuries by men who would not brook tyranny. He shows how the innocent individual may need to claim its protection in hearings before Congressional committees today. He contrasts procedure in the courts with the methods of some Congressional committees, proposes reforms in the practice of the latter, and lays on every citizen—as well as every Congressman—the responsibility for achieving those reforms.

The author calls attention to other areas where present practices in the safeguarding of individual rights and liberties leave much to be desired: "third degree" police methods; improper statements about a pending case issued to the press by prosecuting officers; unbridled publicity in newspapers both before and during trials; lack of a rule ensuring counsel for defendants in criminal cases; and undiscriminating use of informers in loyalty and immigration cases. And he warns that the operation of immunity statutes, including the Compulsory Testimony Act which was recently passed by Congress and became law on August 20, 1954, should be carefully observed in the light of the Fifth Amendment and the values which it symbolizes. "We have had to deal with difficult problems," says the author, "and it may not be surprising if we did not immediately develop adequate procedures. But the time has now come when we should do better than we have been doing. This country was built on individual rights in the quest for absolute safety for the state."

HALLAR, WILLIAM. *Liberty and Reformation in the Puritan Revolution*. New York 27: Columbia University Press. 1955. 426 pp. \$6. From its beginning in the early days of Elizabeth, the Puritan movement had two distinct though closely related objectives. The Puritans sought to push reform of government, worship, and discipline in the English church beyond the limits, fixed by the Elizabethan settlement. In this purpose they failed, and if this had been all, Puritanism would never have become the

revolutionary force it proved to be in the life of the English people and of people within the English tradition throughout the world. But though the hope of the Puritans was to reconstruct the ecclesiastical organization of society, their overriding endeavor at all times was as they said to preach the Word, and this they were never effectually or completely kept from doing. Hence the Puritan movement developed to the outbreak of revolution in 1640 not only as a campaign for reorganizing the institutional structure of the church but also as a concerted and sustained enterprise of preachers for setting forth in the pulpit and the press a conception of spiritual life and moral behavior.

The purpose of the narrative is to tell the story of the Puritan Revolution as it proceeded from situation to situation, crisis to crisis, in the revolution which began with the convening of Parliament in 1640 and came to its climax with the fall of the monarchy and the disruption of the church in 1649. The story opens after its Scottish prelude with the Puritan preachers calling upon Parliament to cast off the authority of bishops and erect a godly preaching ministry throughout the realm. Parliament responded as civil war got under way by calling upon the preachers and their Scottish brethren to draft the long-looked-for scheme of reformation by the process of free discussion by the light of scripture. But free discussion in the assembly of divines soon led to disagreement concerning the nature and extent of the reformation intended, and disagreement grew more acute and profound the longer discussion continued. Some were for setting strict bounds to liberty in order to secure order and unity. Others were for running all the risks of difference and disunion in order to preserve and extend freedom. But the dispute was such as no assemblage of churchmen could any longer keep to themselves. Discussion spread to the press and the public. Men of varying interests and tempers, such as John Goodwin, Roger Williams, Henry Robinson, William Walwyn, Richard Overton, and John Milton were soon raising questions as to the scope and function of liberty within the framework of society which went far beyond the expectations of the original champions of reform—liberty of conscience, of thought and expression, of preaching and the press, of religious and political association, of legal status, of economic enterprise and social opportunity. The effect was to set Puritans of all sorts at odds among themselves, to put the central corps of ministers on the defensive, and in the end to discredit them and their cause. As the arena of discussion shifted and spread, spiritual leadership passed to men of bolder temper. In London it was taken up by unorthodox preachers like John Goodwin and his disciples and by popular agitators and party organizers like Lilburne and Walwyn. In the army it was seized by visionaries and enthusiasts such as Saltmarsh and Dell or by such pragmatic executive saints as Cromwell, Ireton, and Peters. The question was no longer how to reform the church under the conditions brought about by revolution, but how, under those conditions and with the church disrupted, to establish and maintain some sort of spiritual unity and constitutional order in the community. This was the issue at stake in the final contention between the victorious army on the one hand and king, Parliament, and the Presbyterians on the other. It was still the issue in the debate between the army commanders led by Cromwell and Ireton and the levellers and agitators led by Lilburne and Wildman. And when all argument was brought to a halt by the army in January, 1649, the issue was still unsettled.

HAMMOND, RALPH. *Cruise of Danger*. Philadelphia 7: Westminster Press, 1952. 201 pp. \$2.50. In this book, Stephen Garnet is left an orphan and penniless when his inventor father is killed in an unfortunate accident. Word had just come to him that one of his two partners had made off with a transmitter—a vital part of an important radio direction finder he was working on for the British government. The other partner, facing bankruptcy, makes a bold bid to obtain the Garnet yacht at public

auction, using a false name. This partner, Alan Chelworth, hopes to sail in the yacht to Italy, where he believes he will be able to trace the stolen transmitter. Stephen recognizes him and finds himself sailing with Chelworth in a hasty escape from the harbor under pursuit by agents bent on taking the yacht back. Stephen suspects that they are really interested in searching for the part of the invention that Chelworth still possesses, without which the stolen transmitter is worthless. After furious storms at sea, an encounter with villainous smugglers, entanglement in espionage, and even Scotland Yard getting into the story, Stephen and Chelworth arrive off the coast of Italy. Running the gamut of thrills and suspense, they get a lead on the missing equipment and the story sweeps on to an exciting climax. This book is another thriller by the author of *Island of Peril*.

HANSON, E. P. *Transformation: The Story of Modern Puerto Rico*. New York 20: Simon and Schuster. 1955. 440 pp. \$5. The story of modern Puerto Rico is one of revolution—in the American sense of the word. This book tells how a small, overcrowded, and undeveloped island is transforming itself into an exciting laboratory of democratic social change. Under the leadership of Muñoz Marín, one of the great and complicated men of this generation, Puerto Rico has been opening a new factory once a week, has doubled its *per capita* income, has eliminated malaria, has built new schools, roads, and hospitals. And the process of change is still gaining momentum. It has been without dictatorship, secret police, war, or concentration camps. There are still a few Puerto Rican communists, as there are a few terrorists, but they seem curiously old-fashioned people compared to the men and women who are working, with massive popular support, the true revolutionary changes in Puerto Rican life. Here is one of the regions of the world which used to be called "backward" and which is becoming modern. It used to be called a colony and is now working out a new kind of relationship with the continental United States which is full of promise for other formerly colonial regions all over the world.

HANSON, LAWRENCE and ELISABETH. *Noble Savage*. New York 22: Random House. 1955. 314 pp. \$5. This biography of Gauguin, based on new material and on family letters, reveals for the first time the complete story of one of the most dramatic lives in the whole history of art. A descendant of the Borgia family and of a Viceroy of Peru, Gauguin was brought up in alternate privation and luxury in France and in South America. At the age of seventeen he ran away to sea, returning to become a successful stockbroker and to make a disastrous marriage. In 1883 he gave up business to become a painter. Within a few years his savings were exhausted, his wife had left him, and he was starving in Paris. "I insist on the right to go my own way," he wrote his wife. "I often go three days without food . . . but this iron body of mine refuses to die."

In 1888 Vincent van Gogh persuaded Gauguin to live with him at Arles. The visit was unfortunate, as two such temperamental artists could not meet without clashing. When Gauguin painted his companion's portrait, Vincent said, "It's me, all right, but me mad." The story of the relations of these fabulous painters and the letters they exchanged is one of the high points of this biography.

HARK, MILDRED, and McQUEEN, NOEL. *Junior Plays for All Occasions*. Boston 16: Plays, Inc. 1955. 584 pp. \$4. This collection of forty-three one-act plays contains a wealth of dramatic material suitable for production by elementary-school children. Teachers and drama directors will find, in these royalty-free plays, fresh new dramas for all of the major holidays plus comedies and general plays which can be used at any time of the year.

The dramas in this book are sprightly and entertaining, easy to produce in either classroom or assembly. Each play is provided with production notes, including a list of properties and suggestions for simple costuming. The average playing time is twenty minutes, making these plays ideal for use with younger children. The productions may be as simple or as elaborate as desired. Casts are flexible and equal numbers of boys and girls may be used in most plays.

HAUSER, GAYELORD. *New Guide to Intelligent Reducing*. New York 3: Farrar, Straus and Young. 1955. 319 pp. \$3. Here it is—the reducing book to end all reducing books. The author, for more than thirty years a "minister of disturbance" in the field of nutrition, has done it again. In this new book, he dives into the problem of overweight, stays under long enough to explore not only its physical but also its mental aspects, and comes up with a new and revolutionary answer which challenges and upsets many existing beliefs, including some that formerly were his own.

Instead of the usual regimented and restricted reducing regime, he offers a new, relaxed eating plan for wise and intelligent fat men and women who want to get slim and stay slim for life. No weight watching. No calorie counting. Never a dull, hungry, or discouraged moment. The author brings to the thirty million Americans who are from ten to fifty pounds overweight new food knowledge, new self-understanding, new hope, and a new lifetime reducing plan that really works. It is presented to over-weighters but is by no means limited to them. It is dedicated to the great army of people of all shapes and sizes who want to eat delicious food and at the same time enjoy good health, good looks, and a long and vigorous life.

HAYCOX, ERNEST. *The Adventurers*. Boston 6: Little, Brown and Co. 1954. 336 pp. \$3.95. To Mark Sheridan, as he sailed north out of Frisco, the Oregon of 1865 meant wide-open opportunity for a determined man. He didn't give much thought to other people—like his shipboard acquaintances George Revelwood, who was a little too charming to be honest, and lovely Clara Dale. But that was before the storm-wrecked Pacific tore these three from the foundering wreck of the *Jennie North* and threw them together onto the wild shores of the new land. This book, which ranks with the author's finest novels, is their story.

HAYWARD, A. L. *Explorers and Their Discoveries*. New York 16: Abelard-Schuman. 1955. 256 pp. \$3. These are true stories of exploration and discovery, retold from original material, journals, and ships' logs. Each of the stories is an epic of bravery and fortitude. More exciting than any fictitious tales of adventure are the true stories of the brave and great men who have laid bare the secrets of our globe, have penetrated unknown corners of the earth, have braved the perils of uncharted seas and the ferocity of suspicious and hostile natives, and, on the other hand, have often had their lives saved by helpful, friendly, and sympathetic natives. The reader will absorb a great deal of geography and history, learn much about the backgrounds of the individual explorers, while having the thrilling experience of sharing the adventures of many great men.

HEDDE, W. G., and BRIGANCE, W. N. *American Speech*, fourth edition. Philadelphia 5: J. B. Lippincott Co. 1955. 608 pp. \$3.20. This new edition offers a complete, well-balanced high-school course covering all phases of speech training and practice. As in the previous editions, it emphasizes the importance of speech training for all students. As the authors point out, good speech—intelligent speech—is a necessity in today's world. It is on this basis that this new edition has been prepared.

It covers all types of everyday speaking, the effective techniques of communicating thought, speeches, interpretation, and dramatics. Both radio and television receive major attention, with more discussion on television than appeared in the previous edition.

The entire program is presented in a conversational manner designed to encourage the average high-school pupil. All references and activities, thoroughly up to date, reflect the modern scene. The teacher will like particularly the flexibility of this new edition. The material can be adapted to courses varying from one to four semesters in length.

In addition to the expanded treatment of television and the many new references, activities, and projects, it contains many new photographs, new material on listening, a new listing of dramatic recordings, and an updated section on the drama.

HOGARTH, G. A. *The Funny Guy*. New York 17: Harcourt, Brace and Co. 1955. 236 pp. \$2.95. For her twelfth birthday Helen was almost sure she would be given a bicycle, and she counted the days until then impatiently. How then could her father believe a subscription to the *St. Nicholas Magazine* would do instead? Ever since mother had been in an accident, she'd had to stay in the hospital in Boston, and money to make her well was more important than anything else in the world. Even so, Helen could not hide her disappointment. No one knew that she especially needed the bicycle to ride to school, so that she could quickly pass the old board fence from which her classmates jumped out as she walked by and called her "The Funny Guy." Sometimes in school Helen was forgetful because with her father at the hospital so much and having only old Auntie Cris at home—who was not even her real aunt—she was lonely. But still she didn't think she was truly a Funny Guy. The harder she tried to prove she wasn't, however, the more the nickname stuck.

HORDERN, WILLIAM. *A Layman's Guide to Protestant Theology*. New York 11: Macmillan Co. 1955. 232 pp. \$3.50. This book explains various trends and movements in non-technical language so that any reader—layman, student, minister, or scholar—can readily understand the basic emphasis of each group and the areas in which one tradition differs from another. The author traces the growth of orthodox forms of Christian thought since the sixteenth century, providing a background against which modern schools can be seen in perspective. He then develops a pattern of recent and current thinking, explaining each system. Because of their great influence and importance, the theologies of Karl Barth, Emil Brunner, Reinhold Niebuhr, and Paul Tillich are discussed separately. The book concludes with a treatment of the author's own broad and mediating school which he calls "orthodoxy as a growing tradition." A final chapter summarizes results and hazards some cautious forecasts.

HOUTS, MARSHALL. *From Gun to Gavel*. New York 16: William Morrow and Co. 1954. 256 pp. \$4. This is the story of James Mathers who came to the Oklahoma territory in 1896. When he began practicing as a county attorney, he inherited 322 murder cases. In fourteen years of law practice he never went to court without a gun. Before his fabulous career was over, he had tried more than a thousand cases involving the death penalty.

This is Mathers' own story—the fascinating, true story of a warm-hearted man with a profound belief in justice. Now over 80, he has looked back over a dramatically crowded, useful life and told his story to the author, himself an attorney at law and a former FBI investigator.

HYDE, H. M., editor. *Trial of Craig and Bentley*. New York 22: British Book Centre, 122 E. 55th St. 1954. 276 pp. \$3.25. On the night of the 2nd of November, 1952, the warehouse of Messrs. Barlow and Parker at Tamworth Road, Croydon, was broken into by two young men aged 16½ and 19. One was armed with a knife and a full-loaded revolver, complete with spare clip, and the other carried a knife and knuckle-duster. The police were called, and a gun battle ensued on the roof-top, during which a young constable, P. C. Miles, was shot through the forehead and killed instantly. One of the youths, Bentley, was quickly secured; but Craig, after considerable firing and

only when he ran out of ammunition, dived from the roof and was seriously hurt by his fall. Both youths appeared on trial at the Old Bailey in December, and after a short hearing Bentley was sentenced to death and Craig to prison detention on account of his age. Craig had little answer to the charge of murder, but as Bentley had been apprehended prior to the killing of the policeman, much turned on whether or not he had encouraged his young colleague in the fight. Considerable controversy about the hanging of Bentley took place in the House of Commons and throughout the country, but the Home Secretary refused to interfere with the verdict and Bentley was duly executed, despite the fact that Craig was without doubt the ringleader in the enterprise. The case was a sad reflection on the recklessness and wickedness of certain young people of the post-war era.

IVINS, W. H. *Student Marriages in New Mexico Secondary Schools, 1952-53.* Albuquerque: The Univ. of New Mexico Press. 1954. 84 pp. \$1. This study presents the legal aspects of student marriages as they pertain to current school board policies, facts and interpretations of them about the status of student marriages in the secondary schools of New Mexico during the school year 1952-53, and an interpretation of the opinions of principals concerning reasons for the incidence of student marriages in their schools and method of instruction or treatment that the school might use in dealing with school problems incident to student marriages.

JENNINGS, W. W. *A Dozen Captains of American Industry.* New York 1: Vantage Press. 1954. 237 pp. \$2.50. Twelve American leaders—giants of finance, invention, engineering, manufacturing, and business enterprise, whose activities span more than a century of the nation's industrial and commercial development—are placed under close scrutiny. Their achievements are extolled, their failures examined, and their influence is appraised.

The author has studied his subjects in connection with the moral temper and business ethics of their own day, as they were observed and esteemed by their contemporaries, and not as the more critical, if not more ethical, age of the present is often prone to view them. Whatever else may be said of them, the author stresses their accomplishments as real and solid; they were successful in the full sense of the word, as it was understood in their times, and without their enormous abilities the growth of America as a nation would be a different and far less exciting story.

JOYNSON, D. C. *Physical Education for Children.* New York 16: Philosophical Library. 1954. 215 pp. \$4.75. For teachers of children of 5-11 years, this book develops modern methods of physical education, and presents schemes of work and lesson material. The contents include: the structure of the daily lesson; teaching techniques; prepared sets of exercises involving the use of small apparatus; classification of agilities; dextrous exercises and skills; dancing, creative and expressive movement; modern apparatus; and equipment.

The book has been designed specifically to meet the needs of teachers in primary schools and teachers in training, who desire an expanded program.

KIMMEL, H. E. *Admiral Kimmel's Story.* Chicago 4: Henry Regnery Co. 1955. 224 pp. \$3.75. Millions of words have been written about Pearl Harbor. But this book is the final word that sets the story in the perspective of history. The author tells us what it was like to be left holding the bag in a most vulnerable position. It is said that he should have kept his ships at sea. But Washington allowed him only four oil tankers—which were not sufficient to keep more than a third of the fleet at sea at any one time. (When the Japanese struck, he had the most valuable third—the aircraft carriers—outside of Pearl Harbor, on the open ocean.) He also lacked oil storage tanks at the Pearl Harbor base; the promised new facilities were not completed until

after war began. The planes he needed to maintain a 360-degree patrol of the approaches to Hawaii, though promised to him again and again, were never delivered to him. As for his war warnings, they were all to the effect that the Japanese contemplated an attack on the Malay peninsula and the East Indies. Finally, he was denied all knowledge of the "magic" that was available in Washington because of the fact that we had broken the Japanese code. Japanese messages which were intercepted and decoded in Washington gave the High Command plenty of warning that the war was coming on December 7 at 1:00 P.M. EST. But neither the Navy nor the Army in Hawaii got a word about the substance of the Japanese messages until after the attack had come. The author sticks to his own end of the story. He tells us about the material he was denied, the warning messages he didn't get. He impugns no motives; he makes no deductions from unproved hypotheses.

KIN, DAVID, editor. *Dictionary of American Proverbs*. New York 16: Philosophical Library. 1955. 294 pp. \$6. There is something peculiarly American about the proverb as a literary form, though of course it was not invented by an American. The proverb has an ancient and most honorable lineage, which goes back at least as far as the Old Testament.

But American philosophy has never been prone to express itself in homespun, succinct terms; and no form of expression so vividly reflects the affairs of everyday life as a proverb. The fact is, it is often not possible to trace authorship of a proverb—though we sometimes know who last uttered it and is, therefore, given credit for creating it. Actually, a large folk element goes into the building of a proverb. Many were undoubtedly the spontaneous inspiration of some unknown person and, after constant repetition, passed into the language, the original author forgotten.

One or two types of sources are, of course, familiar to all of us. Countless proverbs come from that great source book of our culture, the Bible. Others which can be identified fairly easily are utterances of famous men, often statesmen, in connection with political or historical events.

Since, in spite of its strong Anglo-Saxon flavor, American culture is itself a great melting pot of many civilizations and races, it is extremely difficult to prove that a given proverb is of purely American vintage. With the arrival of every immigrant, new proverbs are brought from other countries, to be absorbed into the language.

KOMAI, FELICIA. *Cry, the Beloved Country*. New York 10: Friendship Press. 1955. 80 pp. Cloth, \$1.50; paper, 75 cents. This verse drama follows closely Alan Paton's novel of the same name. The personal tragedy of Rev. Kumalo, a Zulu minister in the Ndolsheni hills of South Africa, underlies the inherent tragedy of man against man, the exploitation of one race by another, the transplanting of a people to urban life where old tribal traditions are discarded but where nothing honorable has been substituted.

Larousse's French-English, English-French Dictionary. New York 20: Pocket Books, 630 Fifth Ave. 1955. 274 pp. 50 cents. This book has been edited by the foremost authority in the French language field, with the assistance of Lester G. Croker, Head of the Department of Romance Languages at Goucher College. The *Dictionary*, actually two volumes in one, contains over 25,000 vocabulary entries, keys to the proper pronunciation of both French and English, frequently used colloquial phrases and idioms, technical terms, and phonetic symbol guide. A Cardinal Giant pocket edition.

Other original publications in the Pocket Books Language Series, some of which have now passed the million-copy mark for sales, are: *English Through Pictures, French Through Pictures, German Through Pictures, Spanish Through Pictures, Hebrew Through Pictures*, and *The Hebrew Reader*, all by I. A. Richards; *Langenscheidt's German-English, English-German Dictionary*, and *The University of Chicago Spanish-English, English-*

Spanish Dictionary, The Merriam-Webster Pocket Dictionary, Roget's Pocket Thesaurus, 30 Days to a More Powerful Vocabulary, and Six Minutes a Day to Perfect Spelling, available at 35 cents each except the German-English dictionary which is 50 cents.

LAUDE, FRANK, and NORMAN, JIM. *This Is Trampolining*. Cedar Rapids, Iowa: Nissen Trampoline Co. 1954. 181 pp. \$8. This book is the result of a desire to aid teachers and competitors in learning more about an activity that has entered the physical education field overnight. Not only do the authors indicate the correct path of progress and the skills that should be learned and how they should be learned, but also why they should be learned. The book covers those skills and mechanics that performers and teachers should know. The book is composed of forty lessons. Throughout the text are many photos and diagrams. In addition along the edges of the pages are five series of photos which are called fill-pictures. When the pages are flipped in rapid succession, they become moving pictures and cover about nine different stunts in fifteen series. Contains a dictionary of terms, a bibliography, and an index.

LAWRENCE, ISABELLE. *A Spy in Williamsburg*. Chicago 80: Rand McNally and Co. 1955. 224 pp. \$2.75. Romantic Williamsburg comes alive for boys and girls in this tale of mysterious intrigue during the days just before the American Revolution. Writing with the approval and helpful co-operation of the officials of Colonial Williamsburg, Inc., the author has mingled fact and fiction to create a story that might well have really happened. Here are dashing gentlemen and fine ladies, red-coated soldiers, historical figures like Patrick Henry and Thomas Jefferson, all taking part in the exciting tale of a twelve-year-old boy who captures a Tory spy and helps the cause of American freedom. Any adventure-loving youngster will read it with delight.

Young Ben Budge, apprentice blacksmith, finds himself caught up in a web of mysterious happenings. What is the curious rhythm Patrick Henry keeps hearing? Who was spying on the Committee of Correspondence? What was the Governor plotting? Why was Giles, Ben's friend and fellow apprentice, so often away at night? While Ben ponders these questions, he also has an even more urgent personal problem to solve—how is he to earn five shillings to pay a "debt of honor" and at the same time help support the family when his father is hurt in a fight with the King's men? There is both fun and excitement as Ben tries to find the answer to his problems.

As the mystery deepens, young readers will live with Ben, hammering out the song on the anvil as he works in the smithy, calling at the famous Raleigh Tavern, seeing the sights on the Duke of Gloucester Street. With Ben they will try for the soaped pig at Williamsburg Fair, visit stately Berkeley Plantation, hunt a spy in the dark maze at the Governor's Palace, swim a flooded creek in a wild storm, and march with Patrick Henry to the rescue of Williamsburg.

LEHMAN, L. H. *Aprons for All Occasions and How To Make Them*. Minneapolis 15, Minn.: Burgess Pub. Co., 426 S. Sixth St. 1954. 114 pp. (8 $\frac{1}{4}$ " x 10 $\frac{3}{4}$ "). \$2.75. This book contains a number of apron patterns and trim ideas. It presents these for those who are interested in making and designing aprons for pleasure and profit. It will also help the beginner in learning to draft patterns, cut out garments, and construct garments. Each set of instructions is accompanied by one or more drawings and illustrations.

LE TOUMELIN, JACQUES-YVES. *Kutun Around the World*. New York 10: E. P. Dutton and Co. 1955. 301 pp. \$5. The author was born in 1920 and he cannot remember a time when he was not able to handle a boat. From childhood he had dreamed of seeking the solitude of the sea and of distant islands untouched by the hand of man. And he turned that dream into reality. As a lad he planned a boat and had

her built to his designs. That boat, *Tonnerre*, was stolen and wrecked by the Germans during the war. Again he made plans and again had a boat built—*Kurun*. Leaving Brittany in September, 1949, he sailed her around the world, returning to France in July, 1952. At first he had a companion but for the greater part of the voyage he was single-handed. He records in loving detail his tending of his boat, the setting and reefing of her sails, and gives a clear and detailed exposition—supported by diagrams—of the way in which he trimmed his canvas so that the *Kurun* could sail herself for many hundreds of miles with no one at the helm. He feels pride as she stems her way through the water in a favourable breeze, and resignation when she is becalmed, for on no account will he cumber his sailing boat with an engine. He observes and notes wind and weather, and describes the birds, animals, and fish he encounters on his travels.

The land he visits, the people he meets, some of them original to the point of eccentricity, are brought to life most vividly by both his writing and his excellent photographs. Adventure and the struggle with natural forces are the main theme of this story.

LINDBERGH, A. M. *Gift from the Sea*. Nashville, Tennessee: Pantheon Press. 1955. 128 pp. \$2.75. This is the author's first book in eleven years. Her reflections on a woman's life were matured in these active years of family living and stimulated by conversations with men and women who experience the same problems and feel the same need for assessing the true values of life.

The setting of her book is the sea shore; the time, a brief vacation which had lifted her from the distractions of everyday existence into the sphere of meditation. As the sea tosses up its gifts—shells rare and perfect—so the mind, left to its ponderings, brings up its own treasures of the deep. And the shells become symbols here for the various aspects of life she is contemplating.

In a blend of complete sincerity and delicacy, so uniquely her own, the author shares with the reader her awareness of the many frustrating elements we face today: the restlessness, the unending pressures and demands, the denial of leisure and silence, the threat to inner peace and integration, the uneasy balance of the opposites, man and woman. With radiant lucidity she makes visible again the values of the inner life, without which there is no true fulfillment. She does this without the overtones of preaching, but herself as a seeker, echoing—only clearer and stronger—our own small still voice.

LINGG, A. M. *John Philip Sousa*. New York 17: Henry Holt and Co. 1954. 256 pp. \$3. "The March King" he was called, and his life spanned a period of incredible changes. As a boy of eleven he watched the victorious Union Army parade in Washington at the end of the Civil War; and he died after a concert in 1932, the year Franklin D. Roosevelt was elected President. In the intervening years he was responsible for a whole new form of music—band music that could be listened to, marched to, danced to, that was whistled and sung all over the world. He was an apprentice in the Marine Band at the age of 12, its leader at 25. He left it to form his own band and make for himself a career as a conductor and composer that was unique in the history of music. Here is the story of his life, his compositions and the circumstances surrounding their writing, his tours across the country and abroad, and his famous trip around the world. There was excitement in his life, ambition, and the solid feeling of accomplishment. It is fitting that this biography should be published in this year of the hundredth anniversary of his birth.

LIPKIND, WILL. *Boy of the Island*. New York 17: Harcourt, Brace and Co. 1954. 64 pp. \$2.50. This is the story of a Hawaiian boy who, instead of wanting to be a sailor as others boys wished, wanted to be a runner like his father. *Lua* was, in

fact, the best runner among all the boys of his village until he was severely injured by a shark. After regaining his running ability, he makes a voyage with the men of his tribe to another island where his mother had been a princess. The trip that might well have ended in a battle brought about, instead, a lasting friendship between his people and those on the island. This is a picture of the life of the early Hawaiians. Illustrated by Nicholas Mordvinoff.

LOOMIS, N. M. *The Twilighters*. New York 11: Macmillan Co. 1955. 220 pp. \$2.75. "I am the law!" roared Mat Foley. Old Mat was a powerful man, sure enough: owner of a huge valley in Kentucky, despotic ruler of his eight children and their families, one of the richest men in the western country in the early 1800's. Anyone who set foot on Mat's domain without his permission was playing with fire. But even a king can miscalculate his power. Mat himself started a fire he couldn't control. He had a young boy whipped for trespassing and allowed him to be killed by another member of the Foley clan. The aroused settlers literally smoked the Foleys out of the valley. Mat's dynasty in Kentucky was over. But west of Louisiana lay the rich territory of New Spain—enough land to satisfy even Mat's greed. It was here that Mat decided to establish a new empire.

Mat's wagon train did not escape notice on the journey toward Tejas. Sam Mason, who led a gang of degenerate cutthroats, knew that \$60,000 was riding with the Foleys. To get that much money, Mason's men would kill—and kill for the love of killing as well as for the gold. Sooner or later Mat's wagon train would have to enter the Twilight Zone, a vast, Godforsaken tract of land between Louisiana and New Spain. Waiting there were the sinister Twilighters, a band of ruthless men whose cruelty and avarice far surpassed Mat Foley's.

LORD ELTON. *Gordon of Khartoum*. New York 22: Alfred A. Knopf. 1954. 400 pp. \$6. This is the first biography to tell in full and in perspective the extraordinary story of General Charles George Gordon—that amazingly heroic and eccentric soldier-saint of the Victorian era. Gordon, as the author says in his Foreword, "was a prolific correspondent, and much the most important source for a biography of him is his own letters, of which by far the greater number are unpublished." No previous biographer has had access to this voluminous and highly revealing correspondence. The author's singular good fortune in having several major collections of Gordon's letters placed at his disposal has resulted in a singular book and one that is as nearly definitive as any "life" of Gordon can hope to be.

LOW, ELIZABETH. *Hold Fast the Dream*. New York 17: Harcourt, Brace and Co. 1955. 255 pp. \$3. Blithe Moreland's dearest wish was granted when her family allowed her to live in Paris with an older cousin and to study in the studio of M. Pierre, a famous sculptor. There was not time enough for all she wanted to do—not even time enough to learn to build a sturdy armature for her clay figure because she was so eager to hurry on with the modeling. Upon her return from a few days in Salzburg, Austria, where she had gone on a family errand without M. Pierre's permission, Blithe found that her shaky armature had collapsed when M. Pierre used it for a demonstration, and she was no longer a member of his class.

"Do one small, simple thing. Do it so patiently that I know you have loved it, toiled over it—seen something in it," M. Pierre told her. "Show me some little piece of work like that and I will find a place for you again."

So Blithe went back to Salzburg. Her imagination had been fired by the famous Lippizan horses of the Spanish Riding School which she had seen perform there—but the horses were gone. Determined to prove to M. Pierre and to herself that she could learn, she stayed on in Austria through the fall and winter, sketching horses in a nearby

mountain pasture, working experimentally in stone, studying constantly. Only her friendship with the Lang family, and an occasional visit from Jim McGill, one of M. Pierre's best students, saved her from utter loneliness.

LYNIP, R. G. *Great Ideas of the Bible*. New York 16: Harper and Brothers. 1955. 284 pp. \$2.75. "What does the Bible have to say" is a question frequently asked about religious ideas and life situations. For the young person who has always found the Bible "tough going" or "unrealistic," this book redisCOVERS the teachings of the Judeo-Christian tradition. Attuned to older teenagers and young adults, themes are examined in such clear and concrete terms that the reader is suddenly impressed with the simplicity and sincerity of the Bible and its application to the problems of today.

Here is a book with straightforward rationalism that challenges the thinking of young men and women who are already being trained in a modern and scientific approach to life. At the same time this book will satisfy the deeply religious nature of youth and his fundamental idealism.

MACDUFFIE, MARSHALL. *The Red Carpet*. New York 3: W. W. Norton and Co. 1955. 344 pp. \$4.50. As head of the UNRRA mission in the Ukraine, the author got to know N. S. Khrushchev. When Khruschev succeeded Malenkov as chief of the Soviet Communist Party, the author cabled suggesting that he'd like to visit his old stamping ground. Some months later—after Soviet intelligence experts had managed to find his name in the New York phone book (where it's been for years)—he got his invitation.

This is the story of the tour that resulted—a 65-day eye-opening, sometimes hair-raising, always fascinating tour that took him through eight republics of the Soviet Union from Leningrad to the Chinese border. The author went to places no westerner had seen in twenty years, talked to all sorts of people everywhere, took 1,100 photographs, brought back twenty-one hundred pages of uncensored notes.

MAGOON, M. W. *Ojibway Drums*. New York 3: Longmans, Green and Co. 1955. 158 pp. \$2.75. Little Half Sky had the keenest ears among the Ojibways and when he put his ear to the ground and insisted he heard the Iroquois war chant, his father, Chief Crashing Thunder, and Grandfather Footsteps of the Bear knew there was real danger. Though he was too young to go with the war party, Half Sky by a clever trick was able to save his father and the other braves from an Iroquois trap. Life in a tepee on Beautiful Birch Island in what is now Canada was full of fun for Half Sky, and though he and Big Face called each other names, they were the best of friends. But they were growing up, and new experiences, some frightening and some funny and some wonderful, lay ahead. There was the new and terrible attack on the Ojibways, the call of the treacherous whippoorwill, the sad message the medicine man had for Half Sky, and the danger to Father Drum. There was the day Big Face had to rescue Half Sky from the bear and the icy plunge the two boys took into the lake. But wonderful indeed was the Feast of First Fruits, the nights they spent on Dreamer's Rock, the finding of their guiding spirits, and the honor that was given them on the night of the big feast.

MARSHALL, CATHERINE. *The Unwilling Heart*. New York 3: Longmans, Green and Co. 1955. 260 pp. \$3. When her father was sent to prison, Linda thought he had ruined everything for her. Certainly she couldn't face the high-school crowd with whom she had been so popular, or play again on the basketball team. But of course she had to return to school. Perhaps if she hadn't thought only of herself she might have handled the situation more wisely. There might never have been the fight with Pete. When even Howard on that first date taunted her with the fact that her father was a convict, Linda was ready to stop trying to make a comeback. Instead she began to fight her resentment and to realize that she herself was forcing the break with

her old friends. When she made a summer job for herself, when she went to visit her father, when she took a courageous stand beside Howard when he badly needed help, Linda made the first big strides toward happiness.

MARX, H. L., JR., editor. *Defense and National Security*. New York 52: H. W. Wilson Co. 1955. 192 pp. \$1.75. This book sorts out the view of statesmen and politicians who both support and oppose the President and his Secretary of State in their defense program. Quotations are taken from Neal Stanford, Dean Acheson, Charles E. Wilson, and Arthur W. Radford. Other men who speak eloquently for their views in this book are George F. Kennan and Richard Nixon, while John Foster Dulles outlines the meaning of our multiplying military alliances. All these men—and the many other equally well-known commentators and policy makers—reflect awareness of a total national danger; and yet at the same time, they show some optimism. There is a feeling NATO has been extremely successful in deterring the Soviet Union from aggression and that the H-bomb has perhaps ruled out the possibility of future "big wars." As in all Reference Shelf numbers, this book gives a complete background of its subject as well as pro-and-con views for researchers and debaters.

MAUROIS, ANDRE. *Alexandre Dumas*. New York 22: Alfred A. Knopf, Inc. 1954. 217 pp. \$2.50. Who was the author of *The Three Musketeers*, *The Count of Monte Crisco*, and five or six hundred other novels and plays? Was he a great writer? Was he a great man?

The truth is that Dumas was a character out of Dumas. His life itself was his greatest masterpiece. Born in 1802, he flourished in Paris in the romantic era of Victor Hugo, George Sand (about whom the author writes so beautifully in *Lelia*), Balzac, Vigny, and Musset. As strong as Porthos, as adroit as d'Artagnan, as generous as Edmond Dantes, Dumas strode across the nineteenth century, sweeping women away in his arms, electrifying Paris, earning fortunes, and squandering them. For forty years he filled the presses with his prose, the world with his clamor. The pace of his career was incredible, and the author has brought to this brief life all his great gifts—a scintillating style, magnificent story-telling, an eye for human weaknesses, and a towering knowledge of the period. No one else could have written so exciting and vivid a portrait.

McNICKLE, D'ARCY. *Runner in the Sun*. Philadelphia 7: John C. Winston Co. 1954. 250 pp. \$2.75. The vast peaceful expanse of America before the coming of the white man is the author's background for this story of Indian life. The author re-creates the atmosphere and problems of the ancient cliff-dwelling settlements of the Southwest through characterization and a plot alive with mystery and suspense. Readers will follow in the footsteps of Salt, a teenage boy being groomed to lead his people, who, as he grows to manhood, is accepted into the tribe and makes a life-and-death trek to the opulent cities of the ancient Aztecs in search of a hardier kind of Indian maize. Rich with Indian lore that is woven into a fast-paced plot, this book is an adventure, not only in good reading but also into the history of a fascinating people nearly lost in the mists of history.

MELVILLE, A. M. *John Carroll of Baltimore*. New York 17: Charles Scribner's Sons. 1955. 352 pp. \$4.50. Archbishop John Carroll was one of the Carrolls of Maryland—extensive landowners, projectors of industrial ventures, active in commerce, and bold supporters of the rights of Colonial America against the British Crown. It was said of Charles Carroll of Carrollton, cousin to the subject of this book, that his personal risk in putting his name to the Declaration of Independence was greater than that of any other Founding Father.

John Carroll, like many other Catholic young men of his time, was educated in France. After graduation from college at St. Omer, he entered the Society of Jesus,

was ordained priest, and on the suppression of the Society in 1773 returned to Maryland where he served a brief time as family chaplain. The coming of the Revolution found him, like his family, eager to serve the American cause in any way that did not offend against his priestly character. He accompanied Charles Carroll, Benjamin Franklin, and Samuel Chase to Quebec in 1776, on a famous but fruitless mission to persuade the Canadians to throw in their lot with the rebel colonists to the south.

MITCHELL, A. V., and CRAWFORD, I. B. *Camp Counseling*. Philadelphia 5: W. B. Saunders Co., second edition. 1955. 418 pp. \$4.75. This book is designed to meet the needs of at least five classes of persons: (1) college students taking courses in camp leadership or camp counseling; (2) prospective camp counselors enrolled in the between-season training courses given by various organizations; (3) counselors participating in pre-camp training courses at camp; (4) counselors on the job in camp; and (5) camp directors who are conducting pre-camp or in-training programs.

The book, composed of thirty-two chapters, is divided into four major parts: Growth and Objectives of the Camping Movement (two chapters); The Camp Counselor (four chapters); Camp Activities (ten chapters); and Campcraft and Woodcraft (sixteen chapters). A list of additional readings is found at the end of each chapter. Included also at the end of the book is a selected, annotated listing of films and slides (six pages) pertaining to camping and classified under nineteen headings. Each item, in addition to a short annotation, carries information as to time required for showing, whether color or black and white, and age level of interest. Also included is a selected general bibliography of two pages, a four-page directory of publishers and organizations associated with camping, and a twelve-page index.

MOORE, H. T. *The Intelligent Heart*. New York 3: Farrar, Straus and Young. 1954. 480 pp. \$6.50. The author has followed D. H. Lawrence's travels across the world and has talked with or obtained written memoirs from most of those who knew Lawrence, from friends who saw him in the cradle to the doctor who attended him in his last illness. All this information is incorporated into a lively narrative that not only presents Lawrence the man but also the origins of his ideas and the backgrounds of his stories. We see the sensitive boy in poor surroundings intensely loving his mother and hating his father; the provincial schoolmaster naively entering London's Bohemia and disgustedly leaving; the wandering poet enchanted by the Alps, by Italian or Mexican lakes, by Ceylonese forests, by the Australian bush; and always we see him, through illness and lack of recognition and legal troubles over his books, writing the profound and vivid novels, poems and essays which have by now placed him among the great writers of the modern world. Some of the finest of all his prose went into his letters, 200 of which are quoted for the first time in the present volume, 80 in full.

MURCHIE, GUY. *Song of the Sky*. Boston 7: Houghton Mifflin Co. 1954. 448 pp. \$5. As in past times the great ocean waterways led adventurous men to new continents and new paths to the future, so now does the great ocean of the sky open to us new dimensions and new frontiers that stop only with the stars themselves. This is a book about the great adventure of our age. It is a big book because it has the whole realm of the sky to range over, from the heavy lower depths where men first tried his wings, where wind and cloud form the ever changing patterns of weather, out through the upper reaches of the stratosphere which only jets and rockets can probe, to the airless heights of the ionosphere (the unexplored no man's land between earth and outer space).

We have already grown so accustomed to our new wings that we forget how miraculous is each transatlantic flight. To find his path in the trackless night skies, man had to harness not only the stars, but also the infinitely useful radio waves and the magic

forces of the earth itself. He has had to explore the mighty currents of air that carry with them the breath of the seasons, the rain and snow, the restless calms and lashing tempests. To unlock the secret of flight he had to understand the capricious ways of this air, the unseen sticky substance that flows about us, nourishing life and supporting the flying creatures as the seas support those that swim.

The history of this search for knowledge of the skies and an explanation of what we know form the basis of this book. The author deals with many technical matters of meteorology and aerodynamics, but the force of his imagination and the poetic sweep of his prose give story meaning for both professional flyers and groundlings as it unfolds the wonders of the sky.

MUSES, C. A., editor. *The Septuagint Bible*. New York: The Falcon's Wing Press, 299 Madison Ave. 1954. 1,454 pp. \$6.50. This Bible is the oldest version of the Old Testament in the translation of Charles Thomson, secretary of the Continental Congress of the United States of America, 1774-1789. This is the only version of the Old Testament dating back from the third century before the Christian Era, being then begun to be translated in Alexandria, Egypt, from Hebrew and later from Aramaic originals that were already in those early times the oldest original manuscripts of the Bible in existence. Those ancient originals are lost in the mold of ages, but not irretrievably, for this text was transferred to the Greek translation mentioned above begun in the reign of the famous Hellenistic patron of learning and promoter of the great Alexandrian Library, Ptolemy II, surnamed Philadelphus. In these 39 books, the verse references to the generally used King James Bible have been carefully checked so that the reader may readily make comparisons between it and the Old Testament.

The Septuagint Bible is so called because it was translated in Greek by 70 scholars. Pentateuch was translated at Alexandria by 72 emissaries from Jerusalem at the request of Ptolemy II while Arisnoe was queen (278-270 B. C.). The Church Fathers made the numbers a round 70 and extended the report of the translation to the whole of the Greek Old Testament. This Bible is usually referred to by the symbol LXX.

NASH, E. A. *Kit Corelli, TV Stylist*. New York 18: Julian Messner. 1955. 182 pp. \$2.75. Working in the Fashion and Advertising Departments of McCarter's huge store gave Kit part of what she wanted, but she was interested in more than just clothes. "It's the whole personality and how the right dress brings out the personality that I'm excited about," she told her roommate Nora. Luckily, a lecture at the Fashion Group led to a spare time stylist job at RBC, a television network. Rounding up dresses and accessories for actresses on a top dramatic show brought Kit into contact with temperamental manufacturers, clever department store buyers, dress designers who fought for an "exclusive"—and to top it all there was Nicki, her co-worker, who tried to get by on her charm but was determined to take Kit's share of the credit.

NEFF, P. H. *Little Miss Callie*. New York 3: Longmans, Green and Co. 1955. 128 pp. \$2.50. Little question box Annot Sanders arrives in California. Right away she sees the girl she'd like to have for her best friend and she cuts off her braids to be like her. It is a big, wonderful surprise when arriving at school, she finds they have all been waiting for her. She knows so much about their town and asks so many questions about California that she is dubbed Little Miss Callie. They even write a play around her and their need for a public park and Community House. Annot enters into this project wholeheartedly and she has the friend she wants.

NELSON, LOWRY. *American Farm Life*. Cambridge 8: Harvard University Press. 1954. 206 pp. \$3.75. Farm life is no longer the isolated life it once was. The almost complete mechanization of farms makes the farmer dependent upon the city worker for machines and power equipment and fuel, while the city worker's job and his family's

well-being are more critically affected than ever before by the ups and downs of agriculture. Yet few urban people know anything about the problems which farmers face.

The author here presents the situation of rural people in a clear-cut fashion for their city neighbors. His book answers such questions as: What is life on American farms really like? In what ways and how greatly does it differ from what it was a half century, a quarter century, or even a decade ago? What are the fundamental elements in the American "rural heritage"? Which of these elements came from abroad, and which were the contributions of the American people? What is happening to the farmers' schools, their churches, their co-operatives and farm organizations? Why is the agricultural industry in special need of government intervention, and what is the justification for such intervention? Where will the increasing economic and social interdependence of farm and town lead us?

NEWMAN, DAISY. *The Autumn's Brightness*. New York 11: The Macmillan Co. 1954. 251 pp. \$3.50. Her visit to New York was supposed to be a special treat for Dilly. At least her sophisticated New York cousin Elmira planned it that way. But for Dilly, a widow of 52, all the nice parties couldn't make up for the fact that she was homesick for Kendal, Rhode Island, with its Quaker meetings and its community projects. She was about to go home when she met Durand, a gentle yet persuasive man. He called first on business, but he came back to give Dilly a most important gift—a view of the city through the eyes of an imaginative guide. A new world opened to Dilly, for Durand's presence lent enchantment to every incident: a rumbling, wonderful ride on the Third Avenue El; Roman punch at the 14th Street automat; Central Park Zoo on a frosty December afternoon. Yet the ways of Dilly's former life argued against her continuing her friendship with Durand, and she returned home convinced that she was past the age for romance. She couldn't forget, however, the man who sang her a nursery rhyme, shared penny chocolate bars with her, and taught her to feel excitement and the delight which young hearts take in ordinary wonders.

NEWSWANGER, KIEHL and CHRISTIAN. *Amishland*. New York 22: Hastings House. 1954. 128 pp. (7½" x 10¾"). \$5. The Amish are deeply religious; they are plain folk—hard working, honest people for whom their farms, their families, and their God are the complete essence of life. The many paintings, etchings, and drawings by the authors, father and son, richly reproduced in this book, are fully expressive of the simple dignity and industry which characterize the practical Christianity of the Amish people.

Here, too, are simple, graphic vignettes of Amish life in its basic elements, as depicted in the School, the Farm, the Auction, the Wedding, and Death. Today the only Amish people are those in the United States and Canada and, although there are no reliable figures on the total Amish population, "a conservative estimate including children would seem to be about 35,000. . . . There are settlements in eighteen states and one Canadian province . . . the oldest and richest of these settlements is that centering in Lancaster County, Pennsylvania.

The authors are of the same stock as the Amish; they have lived and worked with them; and they illustrate the life of the Amish as they have experienced it themselves, simply, devoutly, and with deep, intense insight.

Dorothy Grafly, the noted critic, expressed the dynamic relationship between the artists and their subjects when she wrote: "For years the Newswangers have identified themselves with Amish culture. They cherish Amish friendships, and what they say with the etched line is no chance jotting, but an understanding transcription of folk they know. Each print introduces an individual, but all of them present a people."

And Irvin Hass, in *Art News*, said of their prints: "The characteristic rigid poses, the extreme stylization of the eyes, nose, and mouth, and the decorative and naively composition all stem directly from the early primitive tradition, yet the technique of the artists is a sophisticated and discerning one."

Altogether, this unique and charming book will appeal not only to those who appreciate modern art forms but also to all interested in rural life and authentic folk customs.

NICOLSON, HAROLD. *The Evolution of Diplomatic Method*. New York 11: The Macmillan Co. 1955. 100 pp. \$2.25. This is the four Chichele lectures delivered at the University of Oxford in November, 1953. The titles of the lectures are "Diplomacy in Greece and Rome," "The Italian System," "The French System," and "The Transition Between the Old Diplomacy and the New."

OLDENBOURG, ZOE. *The Cornerstone*. New York 14: Pantheon Books. 1955. 494 pp. \$4.50. Rarely has a first novel been greeted with such high and unanimous praise as the author's *The World Is Not Enough*. Critics throughout the country agreed that it was the finest historical novel they had read in many years. Now comes her second book which has been awarded one of the most coveted French literary prizes, the Prix Femina. Again the author covers up to the Middle Ages, into the early 13th century. Life then was lived at a high pitch, whether for good or for bad. This story brilliantly reflects these tournaments and courtly love with all its pageantry and stylized beauty. Here, young knights court their ladies according to the intricate rules of the age of chivalry. On the other hand, power and passion rule ruthlessly. The lord of the manor thinks nothing of seducing his half-sister and then marrying her off to his swineherd. The cruelty and horrors of religious warfare ravage the cities and the countryside, and alongside faith stand superstition and belief in witchcraft. But throughout the book runs the motive of spiritual man, capable of wholehearted devotion and charity, of total renunciation and self-sacrifice for gains no longer earthly. It is he who redeems the vice, the squalor, and the violence of his times, supported in his vision by the cornerstone of faith.

ORMONDE, CZENZI. *Solomon and the Queen of Sheba*. New York 3: Farrar, Straus and Co. 1954. 416 pp. \$3.95. In this novel of Biblical times, the author retells the story of the tragic triangle that involved a man, a woman, and God. When the queen arrived in Jerusalem bearing gifts, Solomon was facing the most significant period in the history of his people. Knowing that his kingdom could be conquered unless its spiritual boundaries were strengthened by an unassailable belief in God, Solomon was building a mighty temple as a visual symbol for his people who still remembered the desert wandering, the barbarous wars, and the temptations of strange gods. This is a story of a king and of the influence a queen had on him.

OSARAGI, JIRO. *Homecoming*. New York 22: Alfred A. Knopf. 1954. 320 pp. \$3.75. This is the first Japanese novel to be translated and published here in many years. It offers a fresh, rich, and different reading experience. And it is an extraordinarily interesting novel, because, better than any other, it shows what postwar Japan looked and felt like to a Japanese who thought his world and his life were finished. By colorfully contrasting the old and the new it brings Japan today very much alive for American readers.

Osaragi, one of Japan's most famous novelists, dramatizes this contrast through his central character, Kyogo, who was forced into exile many years before the war by a scandal. His wife married again for the sake of their daughter, this time an opportunistic professor who pretended to liberalism but secretly collaborated with the militarists.

Kyogo was caught in Singapore by the war. There he had an affair with an attractive woman, Sacko, who betrayed him to the Japanese Secret Police when he got wind of her smuggling activities. Released after the surrender, Kyogo was overwhelmed by a desire to see what had happened to his homeland. So he embarked on a kind of pilgrimage in honor of the past, and returned to that shrine of antiquities, Kyoto.

Kyogo saw Japan almost with foreign eyes at first. But what began as a pilgrimage turns into a series of dramatic encounters that bring him face to face not only with his daughter, but once again with that woman of strange compulsions, Saeko. After many stormy and moving scenes he decides, in a mood of self-sacrifice, to leave his newly rediscovered Japan again, but not before he reassures himself concerning his daughter's happiness and finds a subtle means of revenging himself against Saeko, a woman corrupted by greed.

PARIS, L. A. *Men and Melodies*. New York 16: Thomas Y. Crowell Co. 1954. 206 pp. \$2.75. A whole melodic pageant moves through the pages of this book. It is portrayed through the lives of sixteen men of the American musical stage. From "Oh, Promise Me" to "No Other Love Have I," here are the songs America sings; and from Reginald De Koven to Oscar Hammerstein II, here are the men who wrote them. These brief biographies of composers and librettists are much more than dates and places. They are also intimate views of the struggles and disappointments, the triumphs and ambitions of the men who wrote our most enduring songs. The songs themselves come to life here, too. We learn how "Over There" came to be written as George M. Cohan rode to work one morning; how "Night and Day" was inspired by the call of a muezzin; how "Ah Sweet Mystery of Life" was an after-thought for Victor Herbert's great *Naughty Marietta*. We get an insight into the untiring persistence of Irving Berlin, the restless ambition of George Gershwin, the unbounded energy of Sigmund Romberg. In a sense this book is history, for in the lives of these sixteen men it is possible to read the entire story of musical comedy in America. But it is much more than just history; it is also an entertaining and colorful body of anecdotes about some famous—and some not so famous—names in the theater.

PARKS, BILL. *The Mestizo*. New York 11: The Macmillan Co. 1955. 187 pp. \$2.75. This novel is the story of a man who brought violence to the old Southwest. Smuggling, revenge, and romance are blended to a yarn that proves interesting reading.

PATTERSON, R. M. *Dangerous River*. New York 16: William Sloane Associates. 1954. 314 pp. \$5. The Nahanni River follows its treacherous course between the mighty Mackenzie River in Canada's Northwest Territory. One section of it is dominated by Deadman's Valley, so-called because of the hair-raising legends about the fate of those intrepid enough to enter—and who never returned.

Spurred on by an irrepressible sense of adventure and an understandable interest in gold, the author went into the region not once, but twice. He made the first trip alone in summer against ominous warnings underscored by the Canadian "Mounties." The following year he returned with his friend, Gordon Matthews, and they spend the winter trapping in Deadman's Valley.

It is a breathtaking country of abrupt crags; dark, brooding canyons; and fast, treacherous water—haunted by the spectre of head-hunting Indians and legends of luckless gold-seekers. It is also a place where moose, beaver, and magnificent white rams lend their calm majesty to that of mountains, river, and forest. A sylvan masterpiece in summer, the Nahanni becomes a rimmed shroud in winter when the temperature plummets to 40° or 60° below and the cold becomes a deadly, tangible force.

PEARCE, DICK. *The Darby Trial*. Philadelphia 5: J. B. Lippincott Co. 1954. 256 pp. \$3.50. To read this taut and exciting book is to sit with mounting tension

in the San Francisco courtroom where Tom Rogers, an assistant attorney general of the Justice Department, is engaged in the battle of his life. It is up to him to strip the cloak of respectability from the unctuous and powerful Dr. Claude T. T. Darby, prophet of the Congregation of the Militant Meek, and expose him to the unbelieving American public as a top functionary of the Communist underground.

POMFRET, J. E., editor. *California Gold Rush Voyages*. San Marino 9, California: The Huntington Library. 1954. 258 pp. \$5. In 1849 the stimulus was gold and the goal, California. The migration of the Forty-Niner carried the American to the Pacific, bringing to a dramatic climax the long movement of people that began several centuries before at Jamestown, Plymouth, and Boston. The very explosiveness of the gold rush, however, gave to it a peculiarly dramatic quality. Thousands upon thousands reached California in a half-dozen years. Viewed in perspective, the social ferment engendered by the Forty-Niners has continued with little interruption ever since, with the result that millions of Americans now dwell west of the High Sierra.

From thirty to forty thousand of the Forty-Niners came by sea—around Cape Horn, through the Straits of Magellan—or by land and sea, across Panama or Nicaragua. The "long journey," that around South America, covered from seventeen to twenty thousand miles and took, on the average, six months. The voyage by sea appealed to men on the eastern seaboard, especially to those of New England, Pennsylvania, and New York.

Many of the passengers wrote journals and diaries. Aboard ship there was more time for this activity than among the pioneers who followed the land routes. From the Huntington Library collections of such accounts, three unpublished manuscripts have been selected for inclusion in this volume. All relate to voyages around South America. Two of the ships navigated the Straits of Magellan, the third sailed around Cape Horn. To afford another interesting comparison, two were sailing vessels, one was a steamship. Two of the journals were written by passengers, the third by a ship's captain.

POTTER, STEPHEN. *Sense of Humor*. New York 10: Henry Holt and Co. 1954. 285 pp. \$4. The author describes this book as a collection of pages of English writing which he has enjoyed. The success of the authors of other books in America is strong evidence that he has excited the curiosity of many people in this country, not only as a satirist, but also as a critic and expert on the subtleties of parody.

The book is illustrated with over 100 examples of the many categories of humor. These are quotations that only Stephen Potter would select, and they are all the more enjoyable for that reason. It becomes quite clear that a sense of humor is somehow in the category of good sportsmanship and altogether as important.

RAND, A. L. *Stray Feathers from a Bird Man's Desk*. Garden City, N. Y.: Doubleday and Co. 1955. 224 pp. \$3.75. Here is a vastly entertaining and scientifically accurate book on birds. In the course of his world-wide travels, Dr. Rand, who is curator of the enormous collection of birds at the Chicago Natural History Museum, has come across a wealth of bird data—some that is not generally known. Now, in this book, he has gathered together this random lore. Whole chapters are devoted to such curious matters as "Bird Apartment Houses," "Walled Wives of Hornbills," "Traveling Birds' Nests" and "Fish Eats Bird!" There is a believe-it-or-not quality to these articles, each of which is set off by Ruth Johnson's piquant line drawings.

REBEN, MARTHA. *The Way of the Wilderness*. New York 16: Thomas Y. Crowell Co. 1955. 286 pp. \$3.50. This is a true experience story of a search for personal freedom, which tells of the adventures in living of a discerning young woman who found peace and self-understanding in the magic of her woodland world. After rebuilding a tiny house on the outskirts of an Adirondack village to shelter her during the cold winter when camping out was no longer possible, she made a precarious living,

which she recounts with humor, by being a not-too-efficient hairdresser. Spring came at last, and with it Eric, a warm, stirring human being who came to mean more and more to her, and when she headed back to camp he went along with her and with the indispensable Mr. Rice. There followed an idyllic summer of yellow moons and blazing campfires with Eric increasingly a part of her mind and her heart—until the shattering day when tragedy entered her life and taxed to the utmost the spiritual strength built up in solitude.

REYNOLDS, QUENTIN. *The Life of Saint Patrick*. New York 22: Random House. 1955. 190 pp. \$1.50. Something was wrong, indeed! Patrick had been taken captive in Roman Britain by the Irish Sea King, Niall of the Nine Hostages, and was being carried across the sea to be sold as a slave. Patrick, thus snatched from a comfortable home, faced his captivity in Ireland so bravely that he drew from it new friendships, knowledge, and skills. Most important, he discovered his life's ambition, for during those miserable years he determined that some day he would share with the pagan people of Ireland his own beliefs in God.

The author, also author of *The F.B.I.* and other popular Landmark Books, tells us how St. Patrick went about attaining his goal. We follow Patrick as he escapes and wanders over strange seas and through distant lands, overcoming the obstacles that hinder his return to Ireland. We stand with him on the Hill of Tara as he defies the wild Sea Kings and their shrewd pagan priests in the heroic act that changed the direction of a nation's history.

REYNOLDS, REGINALD. *Cairo to Cape Town*. Garden City, N. Y.: Doubleday and Co. 1955. 382 pp. \$5. An independent and open-minded Englishman, the author speaks his views without reserve. When he set out on his long African journey, he was aware of the racial tensions and social and political evils that he must expect to find. His primary object was to discover whatever signs of hope there were in the territories he visited. By rail, road, and river—traveling slowly—he made his way from Cairo to Cape Town in six months, passing through Egypt, the Sudan, Uganda, Kenya, Tanganyika, Northern and Southern Rhodesia, the Transvaal, Natal, and Cape Province. This book is an account of that journey.

RICHARDS, ROBERT, editor. *Dictionary of American Literature*. New York 16: Philosophical Library. 1955. 261 pp. \$5. This dictionary was designed, not simply for the scholar, but for the general reader who needs more enlightenment about a specific American author or movement than a mere catalogue of facts can give him. The scholar has read whole books about Walt Whitman and uses the dictionary merely to refresh his memory concerning a title or a date. The general reader wants a concise account of how Whitman lived, what he was like as a person, what prompted him to write poetry, why this poetry is now considered to be important, and a history of Whitman appraisals. On the other hand, the average reader would prefer not to be confused by meaningless facts, obscure data, or scholastic debate. The scholar or the student, the editor or the teacher, will find in this dictionary almost any fact concerning American literature that he will need. The general reader will find, in addition to facts, valuable apprehensions concerning our American literary heritage.

RIESEBERG, H. E. *My Compass Points to Treasure*. New York 17: Henry Holt and Co. 1955. 158 pp. \$2.50. On board the *Cholita*, Harry Rieseberg sailed the Caribbean, looking for Spanish gold, seeking the exact locations of the lost treasure ships. Working from old maps, he made careful calculations on his new charts. Sometimes the ships were easily reached; sometimes there were natural barriers; but not until he had descended to the ocean's floor could he tell what dangers, what obstacles would stand in his way. He tells of the treasures he lost and the treasures he won, and of two

strange adventures on land—one in the steaming jungle with a gold-mad killer, the other on a lonely, ghost-ritten beach on a moonlit night. And always there was the lure of adventure and treasure, until the last furious storm when the *Cholita* foundered on a reef and was lost forever.

ROBERTSON, KEITH. *Ice to India*. New York 17: The Viking Press. 1955. 224 pp. \$2.50. Ice—a strange cargo for a ship to carry halfway around the world! But when the *Hope Elisabeth* sailed from Philadelphia for India, in 1816, her cargo was ice; and the only refrigeration was sawdust. The chances for a successful voyage were slim, but failure meant bankruptcy for the Mason family and the end of an old shipping firm. The *Hope Elisabeth* was the last of a long line of ships the Masons had owned, and there were rumors that the Mason ships were jinxed.

She sailed, however, with her strange cargo and an even stranger crew. The captain, David Mason, had once been renowned as a fine sea captain, but he had not been to sea in twenty-five years. With him was his sixteen-year-old grandson, Nat Mason. The first mate, a notorious criminal, had been paid to come on board with five men to cause trouble, to do anything to keep the Masons from getting the ice to India, whether it meant mutiny or murder. The rest of the crew consisted of the few honest men who had not been afraid of the superstitions about the *Hope Elisabeth* and her cargo.

ROWE, VIOLA. *Ob, Brother*. New York 3: Longmans, Green and Co. 1955. 222 pp. \$2.75. Peter, her twin, has enlisted and Penny does not know how she will stand it. Her last year at school may be very grim. Her ruffled feelings are not soothed by having tall, skinny, uncertain Slats hovering around. Peter has asked him to be a brother to her! In all her trials and tribulations, her grandfather is wonderfully understanding, but she comes to know she must be more thoughtful of him.

RUBINSTEIN, S. L. *The Battle Done*. New York 16: William Morrow and Co. 1954. 252 pp. \$3.50. Men like Ben and Walther and Kracht and Irving Kind are all part of this vividly realized picture of a little world. Most of the action is seen through the eyes of Master Sergeant Ben Hoffman, a good soldier and a natural leader of men. He is in charge of the prisoners, many of whom are Nazis, and Ben is a Jew. The Germans are tired and bored and homesick. Some were boys when the war started. Some still are, like Ben's aide, Walther, who wants to write to an American girl when he returns to Germany and says, "Give me the address of a real job, Ben."

Then there are the hard-bitten Nazis like Kracht, one of the camp incorrigibles, who laughs at the softness of Americans. And there are other incorrigibles, misfits like Private Irving Kind, who can never adjust to Army discipline but have no place else to go. It's a three-sided picture: the relationships of the prisoners with their American guards; the tight society of the Germans, alone together in their barbed-wire compound; the American officers and men, fighting their own loneliness, sharing wild bursts of laughter, staging occasional, towering drunks.

RUSH, W. M. *Lumberman's Dog*. New York 3: Longmans, Green and Co. 1955. 252 pp. \$3. Forestry to Ken means growing trees as a crop, not "mining" them. Naturally, since this is his first job, he is anxious to make good. The addition of the Wrecker, a highly valuable terrier whose disposition has been ruined by cruel treatment, makes his camp life almost too lively. Also, the sheepherder's feeling that only the woolies are important leaves him lonely. Ken believes a saw mill would be successful. Rather to his surprise the boss approves. But he meets stiff opposition from the moonshiner's gang. Bad luck haunts the mill. Ken appears to run afoul of the law. Things culminate in a horrifying, destructive fire. Though his job may be over, the worst thing

for Ken is the thought of separation from the Wrecker. How things come out indicates a happy future for this young lumberman and his dog.

RUSSELL, BERTRAND. *Human Society in Ethics and Politics*. New York 20: Simon and Shuster. 1955. 251 pp. \$3.50. In this new book, the author feels that the major political problems are now of so vital a nature that, viewed in their contemporary context, they excite emotions which sweep aside objective opinions. By setting our actual problems in the large impersonal framework of ethics, the author hopes that they can be viewed with less heat and less fanaticism. He devotes the first half of his book to an undogmatic restatement of ethical beliefs and feelings, and the second half to applying this ethic to current political problems. He does not attempt to deal fully with the theory of politics but only where it is closely related to ethics and is of urgent and immediate practical importance. In this spirit, he brings meaning to such fundamental words and concepts as "right and wrong . . . good and evil . . . passions and powers . . . means and ends. . . ." The heart of the book is actually devoted to the clarification and analysis of one simple but crucial word—"ought." The author again demonstrates his unique gift for making a distinction exciting and a definition clear. He applies this extraordinary gift with scrupulous logic to the most fundamental ethical concepts of modern philosophy. He is concerned primarily with human passions and their effect upon human destiny. He subscribes to the view of David Hume that "reason is, and ought only to be, the slave of the passions." Thus to some extent his book is an answer to those critics who accuse him of overestimating the part which reason is capable of playing in human affairs.

SANDBURG, CARL. *Prairie-Town Boy*. New York 17: Harcourt, Brace and Co. 1955. 188 pp. \$2.75. Here in his own words, a great American—poet, newspaperman, historian, and singer of folk songs, among other things—tells of his boyhood and youth in Galesburg, Illinois, the small town in which he was born in 1878. He tells of his family and friends, of school days and holidays, of work and play. For a while he thought he wanted to be a big-time baseball player until the day he tripped in a hole while running for a high fly and cut his foot badly on a broken bottle. There was the day, too—a hot Sunday afternoon—when he went swimming with his friends in a pond near the edge of town—and almost spent the night in jail. There was a series of jobs: the first when he was eleven and swept and dusted a real estate office five mornings a week; a spell of running a newspaper route; hard work on a milk wagon; a brief time spent in a pottery; cutting ice on Lake George; and being an apprentice and shoeshine boy in a fashionable barber shop until the outdoor life called him again. Eventually he took to the road heading for work in the Kansas wheat harvest, his baggage only what his pockets could hold. Then came the Spanish-American War when he enlisted in the Army and was sent to Puerto Rico. Only after all these experiences did the young Carl Sandburg decide what he wanted to do—and that was to enroll in college, to get an education.

SCHNEIDER, LEO, and AMES, M. U. *Wings in Your Future*. New York 17: Harcourt, Brace and Co. 1955. 157 pp. \$2.75. In lucid and logical terms the authors present the principles of flight, the latest information on jet propulsion and jet engines and on special kinds of aircraft such as helicopters, convertiplanes, and gliders. They then take the reader "behind the scenes" at a large metropolitan airport and on a flight in the cockpit of a DC-7 from New York to Chicago. The last section of the book, "Out of This World," is devoted to flight in the future, the possibilities of rockets in space travel and exploration.

SCHOLMER, JOSEPH. *Vorkuta*. New York 17: Henry Holt and Co. 1955. 314 pp. \$3.75. Here is a dramatic first report on the slave city in the Soviet Arctic

written by a German doctor who has just returned from three and one half years' imprisonment there. Vorkuta, a prison complex of 250,000 slave workers, is situated on the desolate tundra at the northern terminus of the Ural Mountains. Here, on the wretched outer roof of the world, slave coal miners patch a gaping hole in the Russian economy. Here, the author survived for over three years, observing his fellow prisoners and helping many of them to stay alive. His story is not so much one of pain and horror—there is little of that in it—as it is one of humanity and hope. His revelations, including an eyewitness report on the first mass strike ever held in the USSR, are many and important. The descriptions of the changes in camp policy after the death of Stalin are extremely significant. But the most important news he brought back from the land of the living dead is that men never forget freedom—that the human spirit is inextinguishable.

SHEEAN, VINCENT. *Mahatma Gandhi*. New York 22: Alfred A. Knopf, Inc. 1955. 218 pp. \$2.50. From the pages of this personal biography steps again the scrawny, almost eccentric, saintlike man whose actions and words rocked India, the British Empire, and the world. During considerable time spent in India, the author knew Mahatma Gandhi personally and learned to know India well. In or out of "power," Mohandas K. Gandhi was for decades the central dynamo of India's struggle for nationhood. He was power: his ideas, emotions, and beliefs were what concentrated power and made it work. His hold upon the imagination of millions of people throughout the world has diminished little since his death. Expertly and simply written, this biography of Gandhi presents all the facts essential to an understanding of him. It is likely to remain for a long time the most convincing of the sympathetic portraits of Gandhi.

The Short Stories of Ernest Hemingway. New York 17: Charles Scribner's Sons. 1954. 407 pp. \$4.75. This volume brings into one collection all of Ernest Hemingway's short stories (48). Today Hemingway is recognized as the greatest contemporary practitioner of the short-story writer's art—a reputation that rests solidly on such masterpieces as "The Undefeated," "The Killers," "Big Two-Hearted River," and "The Snows of Kilimanjaro." Here is the whole exceptionally varied series. There are vibrant tales of the American scene, stories of sport alive with joy of living, tautly drawn tales of the war years, and revealing impressions of modern life never before disclosed so excitingly or woven into stories with such uncanny accuracy.

SISTER MARIA DEL REY. *In and Out the Andes*. New York 17: Charles Scribner's Sons. 1954. 287 pp. \$3.95. Sister Maria Del Rey of the Maryknoll Sisters has a way all her own of describing the exotic lands and peoples to which her vocation as a member of a uniquely American missionary group has introduced her. Her previous book, *Pacific Hopscotch*, gave a fast-paced and moving account of what she and her associates saw and did in the Far Eastern sphere of mission work, during peace and war. In the present book, she starts out in the Beni district of Bolivia, follows the trail of the Maryknoll missions down through Peru and to the southern parts of Chile, returns thereafter to Panama and the Caribbean area, and ends her journey in Yucatan.

Sister Maria's style is full of witty surprises. She is a shrewd observer, and her book is packed with those small, revealing characteristics of alien cultures which the more professional travelers and commentators overlook. Underlying and strengthening the vivid pictorial quality of her writing are her dedication to her primary job of improving the spiritual life and bodily condition of depressed peoples, and a warm compassion for their misfortunes and for the exploitation that is too often their lot. However, since the Maryknollers set out to do something about the conditions they meet, a good part of this book is taken up with the affirmative side of the work, the actual gains made, and the well-grounded hopes for the future.

SLADE, SAMUEL, and MARGOLIS, LOUIS. *Mathematics for Technical and Vocational Schools*, fourth edition. New York 16: John Wiley and Sons. 1955. 584 pp. \$4.48. In writing this book the authors have endeavored to produce a text on practical mathematics as applied to technical and trade work. Theoretical discussions and derivation of formulas have been eliminated or reduced to their simplest form. The large number of illustrative examples and problems will be found of great value for self-instruction as well as for classwork. The tables in the back of the book have been chosen with an eye to assisting the student in solving the problems contained in this book.

The authors have found it advisable to include brief chapters on fractions and decimals, ratio and proportion, and percentage, in order to provide a rapid review of the essential parts of elementary-school arithmetic which form the basis of all practical computation. In the chapter on algebra, the aim has been to enable the pupil to solve simple literal equations so that he can readily use the formulas that he needs in his work. In the chapter on geometry, no effort has been made to derive the theorems upon which the constructions are based; the aim has been to show the pupil how to construct certain figures which are required in his work in the drafting room and the shop. In the chapter on trigonometry, nothing has been given but the essentials which are required for solution of right and oblique triangles.

In the revision of the book for the fourth edition, the authors have incorporated many refinements and improvements suggested by the users of the third edition. The chapters on logarithms and graphs have been expanded and numerous problems added throughout the book to provide additional drill and practice. The section on differential indexing has been rewritten. All problems involving costs of materials and labor have been revised to bring them into conformity with modern wage scales and costs of materials.

SMITH, LILLIAN. *Now Is the Time*. New York 17: The Viking Press. 1955. 126 pp. \$2. The Supreme Court has spoken. But its momentous decision abolishing segregation in our schools is not without its complications. What these complications are and what the court's decision really means to America and to the world are the subject of this book. The problem of racial segregation is one of fundamental human dignity. But in these times of world conflict, it is a practical question as well. The eyes of Asia and its billion people of color are fixed upon us. If America means what it says about human rights, it must rid itself of segregation and do so quickly. What can we do to allay the fear of this change held by some Americans, or to combat the internal demagoguery which has already begun to do battle with court's decision? The author looks to the moral resources of the United States to answer such questions. As she outlines the practical, daily job necessary to implement the "Supreme Decision," the reader envisions the understanding and harmony which must, and can, be achieved in this task—and "the kind of world we can build if we keep our vision clear, our imagination alive, our hearts tender, and our minds tough."

SMITH, R. R., and LANKFORD, F. G., Jr. *Algebra One*. Yonkers 5, New York: World Book Co. 1955. 416 pp. \$2.80. This textbook gives evidence of the authors' knowledge of how high-school students learn algebra. From the opening chapter the symbolic language of algebra is made a means of seeing more clearly the fundamental principles and operations of arithmetic that already have meaning for the student. This kind of "built-in-review" should enable most students to feel right from the beginning that they are making progress in the study of a fascinating new subject.

This text gives attention to essential background at critical points in the learning process. Readiness exercises entitled "Before You Begin" preceding the introduction

of each new item provide a helpful review of key ideas on which the new learning is based.

Teachers will appreciate the inductive developments of the basic ideas and operations of algebra. Each new topic is approached through a series of steps and questions that should lead, in nearly every case, to understanding of the rule or definition that follows. Thus the rule becomes a means of expressing concisely a principle or operation already discovered, understood, and used by the student.

Application of algebraic principles to realistic, varied problem situations points up for the students the usefulness of what he is learning. Problem tests distributed throughout the book give student and teacher repeated opportunity to check his progress toward all-round proficiency in problem solving.

Essential vocabulary is given continual attention. New terms are introduced in illustrative examples, then defined. Systematic checking on understanding of essential terms and ability to spell them is provided in each chapter by a list of "Key Words" for review.

This basic course in the language, ideas, and operations of algebra features use of color so as to add interest and clarity without reading interference.

A second-year course, *Algebra Two*, by the same authors, will be off press shortly.

SMITH, V. C., and JONES, W. E. *General Science*. Philadelphia 5: J. B. Lippincott Co. 1955. 504 pp. This book is composed of nine units covering these standard areas of general science. Each unit is subdivided into topics. These unit titles are: Everyday Uses of Energy, This Amazing World, Matter—the Stuff We Use, Man—His Health and Welfare, The Earth in Space, Electrons at Work, Making Things Move, The World of Living Things, and Conservation—Our Hope for the Future. Each unit, in addition to the descriptive text includes from seven to ten science demonstrations described in detail. Each topic concludes with word lists for study and suggestions of things to think about. Each unit also ends with a list of books to read. The book is copiously illustrated with pictures and diagrams, a number of them in color. The back of the book contains a glossary of terms (twelve pages) and an index of fourteen pages.

SMITH, V. C., and JONES, W. E. *General Science Workbook*. Philadelphia 5: J. B. Lippincott Co. 1955. 192 pp. This workbook is designed for a one-year course. It may be used in conjunction with any one-year general science textbook. The amount of material and number of activities cover a full year's work. It contains 81 lesson exercises. Each lesson includes one or more pupil experiments—a total of 191—that are so designed that they can be done with equipment which the pupils can provide for themselves. Demonstrations are also provided as aids for the teacher. The workbook can be used as a learning guide, as a supplemental textbook, as a laboratory manual, or as a guide to group activity. The work in each unit is divided somewhat as follows: (1) experiments to be done by groups and by individuals, (2) reading and note-taking by individuals to be used for reports, and (3) reports summarizing activities, checking results, etc.

SNOW, C. P. *The New Men*. New York 17: Charles Scribner's Sons. 1954. 319 pp. \$3.50. The author here depicts the discovery of atomic fission, bringing to bear a physicist's special knowledge and the insight of a major novelist. The "new men" are a small group of nuclear scientists and high government officials working together in England during the war. As the author recounts the excitements and dangers of the great experiment, the conflicts between scientist and bureaucrat, the reader is convinced that this is exactly the way it was in that enormous movement of history. Hiroshima provides the men with the moral issues of their work, uncovering with shocking clarity the problems of loyalty and responsibility in a divided world.

This book explores the close and difficult relationship between two brothers who are the principal characters of the story. Lewis Eliot holds an important post in the British government; his brother Martin, a physicist, becomes a key figure in the "project." The tensions between these two men, increased by Martin's urge toward power, are revealed subtly and with dramatic skill.

STANDISH, ROBERT. *Escape From Pimlico*. New York 11: Macmillan Co. 1954. 278 pp. \$3.50. A woman's will to triumph over every obstacle to her personal fulfillment—this is the theme of the author's novel. In Kate Grimsdale we meet his most striking heroine: courageous, resourceful, charming, with a unique ability to come safely through the storms of life. From the moment in 1915 when she flees her tyrannical and self-righteous father and takes a job in the drab Pimlico section of London, Kate endures things that would have broken not only the heart but also the spirit of a lesser woman. Always in search of independence, she casts her lot with Tom Gracie, the swashbuckling owner of a remote Bahama island. And here her real destiny emerges—as governess to a brood of incredible, half-savage children, and later as manager of a luxury resort established with the profits of her husband's rum-running during American prohibition. But what she attains on this lush tropical island twenty-five years after her escape from Pimlico is more than wealth and position. She has come at last to know the true meaning of independence. She has learned lessons of charity and forgiveness which enable her to love the woman who betrayed her and to understand the woman who wanted to kill her.

TENN, WILLIAM. *Of All Possible Worlds*. New York 18: Ballantine Books. 1955. 168 pp. Paperbound edition, 35c; hardbound edition, \$2. This is a group of fiction stories in science by the author in addition to an introduction.

TILLOTSON, GEOFFREY. *Thackeray the Novelist*. New York 22: Cambridge University Press. 1954. 328 pp. \$4. This book is intended as a reminder that Thackeray is, after all, a great novelist. Today he is ignored or slighted in many respected quarters—though, of course, he still has a multitude of devoted readers. Elsewhere it has been Thackeray's biography and personality that have been studied, rather than the nature of his novels. The author, admiring the novels as great literature, explores their common characteristics and those they share with the rest of Thackeray's writings—for he sees Thackeray's work as all of a piece. He is particularly interested in Thackeray's method of narration and in the philosophic commentary which forms a sort of trellis for almost everything he put out. He sees him mainly as a writer who, subtle as he is, addresses himself to readers honoured as ordinary human beings.

In two appendices the author deals with two particular modern opinions—that Thackeray spoiled his novels by an "infiltration" into them of his biography, and that he has no place in the great novel tradition.

TURNER, E. S. *A History of Courting*. New York 10: E. P. Dutton and Co. 1954. 290 pp. \$3.75. "Nothing could be less true than 'all the world loves a lover.' Rarely in history have courting couples found their path smoothed for them. Modern lovers must draw what consolation they can from the fact that the woods are no longer full of spring-guns and man traps, and that holding hands is no longer construed as 'sinful dalliance.' "

The author, with his unique gift of selectivity and with his extraordinary industry, has in this book collected anecdotes, customs, rules, and regulations, opinions of the times, and a host of other pertinent and astonishing material culled from every available source to show that, from the time of Ovid to the time of Kinsey, lovers have labored under difficulties. At the same time he shows how the manner of wooing has adjusted

itself to changing conceptions of love and to new codes of manners. The result is a highly diverting book, completely readable, filled with humor and delightfully informing.

TUTTON, DINA. *Mamma*. New York 11: The Macmillan Co. 1955. 224 pp. \$3.50. In Joanna Mallings, a young widow of forty-one, the author has created an unusually appealing and perceptive heroine. Joanna had hardly become adjusted to the routine of her new rural home outside London when she found herself caught in one of life's worst dilemmas—sharing her house with the newlyweds. The role of a mother-in-law is always a delicate one, but Joanna had never dreamed that her relations with her daughter, Elizabeth, and her son-in-law, Steven, could become so complicated—and perilous. To accommodate three people in a cottage designed for one is awkward under any circumstances. Far more distressing, and to her utter dismay, Joanna finds that she has fallen in love with her daughter's husband.

VACULIK, SERGE. *Air Commando*. New York 10: E. P. Dutton and Co. 1954. 320 pp. \$4. Of all the adventure stories out of the last war, it is hard to recall any that equals in range of thrilling experiences and intense, almost incredible vicissitudes, the author's one-man campaign to get out of Nazi-dominated Europe to join the Free French forces, and his career as a paratrooper in sabotage operations behind enemy lines. This is the tremendously exciting and entertaining story of a young fighting man of Czech origin whose devotion to his adopted country, France, led him to break free from a POW column after Dunkirk with a burning resolution to join De Gaulle. Thus began a succession of escapes for Vaculik. From Vichy, France, he managed to get across the heavily guarded Pyrenees into Spain, where he was imprisoned but twice regained his freedom, on one occasion by jumping from a moving train. But it was after his return, via Portugal and England, to occupied France as a parachutist-saboteur that his culminating escape came when he broke away from an S.S. firing squad almost at the instant of execution.

VONDYS, HORACE. *Tropical Fish in the Home Aquarium*. New York 16: The McBride Co. 1955. 167 pp. \$3. The recent tremendous growth of interest in the cultivation of small pets which can be kept in the home has in great measure centered about the compact, easily maintained aquarium of today. This book is all-inclusive, making simple the processes of installing the equipment and stocking the fish, and solving every problem which the average owner is likely to encounter.

The first half of the book is concerned with setting up the aquarium itself: the types of bottom—sand, gravel, or pebbles; different types of underwater air-producing plants; the maintenance of temperature through thermostats; the problems of a balanced tank; scavengers; and oxygenation through small pumps. The second part of the work covers the various types of fish with which the aquarium should be stocked, shows which species live together most harmoniously, and warns against those which are destructive. Special features of the work are chapters dealing with feeding, diseases and their treatment, breeding, and care of the young. Many special drawings simplify the subject for the layman, and the book is copiously illustrated with black and white photographs and with plates in full color.

WADE, ALLAN, editor. *The Letters of W. B. Yeats*. New York 11: The Macmillan Co. 1954. 938 pp. \$9.50. In this collection of letters, many of which were not available to his various biographers, Yeats may almost be said to have written his life as he lived it, to have painted his own portrait. His latest volume of autobiography *Dramatis Personae* does not go beyond 1902, when he was thirty-seven; his letters give us an invaluable continuation of the story.

These letters cover almost the whole of Yeats' working life. He was an inveterate and communicative letter-writer, who seems to have written most easily and freely to a

series of women friends—to Katharine Tynan in his youth, to Florence Farr, to Lady Gregory, and above all to Oliva Shakespear, a friend of many years, to whom he could open his mind without reserve. Here also are letters to his fellow-poets, Robert Bridges, Arthur Symons; to artists with whom he worked, Charles Ricketts and Edmund Dulac; his opinions on literature, on the theatre, on politics, history, and philosophy, while, running beneath all, like a subterranean stream which sometimes appears above ground, lies his interest in occultism—in magic, astrology, mediumistic seances, and automatic writing.

The author, who knew Yeats for many years and published in 1951 a comprehensive bibliography of his writings, has provided brief chronological introductions and full notes to explain or elaborate references which might otherwise be obscure.

WATTS, FRANKLIN, editor. *The Pocket Book Magazine No. 2*. New York 20: Pocket Books, Inc. 1955. 256 pp. 35c. This is a magazine in Pocket Book form. This, the second issue, contains a wealth of information and ideas on a wide variety of topics, eighteen in number.

WELCHONS, A. M., and KRICKENBERGER, W. R. *New Solid Geometry*. Boston 17: Ginn and Co. 1955. 336 pp. \$2.68. The solid geometry proper consists of the Introduction and Chapters I-VII. Chapter VIII includes brief treatments of logarithms, plane and spherical trigonometry, and co-ordinate geometry of space. The arrangement of subject matter provides logical development with adaptability to different courses of study. Cylinders are treated with prisms, and cones are treated with pyramids. General polyhedrons are treated in Chapter VII.

The text has been prepared so that the individual differences found in any one class and among the various classes may cause the least amount of difficulty for the teacher. Where advantageous, the exercises are arranged in two groups, Group A and Group B. Group A contains the exercises for all members of the class, and Group B contains exercises which offer a greater challenge. The miscellaneous exercises on pages 289-295 are grouped by chapters and offer a supplementary review for Group B students after the completion of each chapter.

A minimum course consists of the proofs of the propositions and corollaries marked with two stars, an informal treatment of the propositions and corollaries marked with one star, and some of the exercises in Group A. If desired, the minimum course may be completed with page 218. A medium course includes the proof of all starred propositions and corollaries, and some exercises in Groups A and B. A maximum course includes the proofs of additional propositions and corollaries and some exercises in Groups A and B. No student can be expected to do all the exercises in one semester.

The basal propositions and corollaries are marked with two stars and the subsidiary propositions and corollaries with one star. The less important propositions and corollaries are unmarked.

Before the proof of a theorem is started, all possible methods of proving the theorem are cited, and from these methods the proper one is selected. The student, in recalling the various methods of proof, develops a habit of thought which is invaluable to him.

Near the end of each of the first seven chapters is a summary of the principal methods of proof developed in the chapter. A general summary of the principal methods of proof of these chapters is given at the end of the book. The references in the Selection of Method refer to the chapter summaries, but the general summary may be used instead.

Word lists containing the words which are most frequently misspelled are given at the end of each chapter. At the end of each chapter is a set of carefully prepared tests

covering the chapter. These may be used as tests of the student's mastery of the subject matter, as reviews, or as self-measuring tests for the individual student. The time limit given for each test is only suggestive and may be varied to suit the needs of the class. On pages 305-312 is a set of comprehensive tests.

WELLMAN, M. W. *Dead and Gone*. Chapel Hill: University of North Carolina Press. 1954. 206 pp. \$3. Violent death is amazingly likely to remind us of vigorous life; these ten stories of classic North Carolina murders which occurred between 1808 and 1914 represent a much neglected part of the exciting history of the state. The victims include a Confederate general, a lovely orphan girl, a pathetic little boy, and a highly offensive political boss. The motives are the usual ones—gain, revenge “elimination,” and jealousy. The plaintive history and untimely death of Naomi Wise—“poor ‘Omi’ they called her in Randolph County five generations ago—strikingly counterparts Dreiser's *An American Tragedy*; Ida Bell Warren, the veritable Lady Macbeth of Forsyth County; the arsenic poisoner of old Fayetteville; the kidnapping of Kenneth Beasley near the site of the Lost Colony; the almost perfect crime, the murder of the hated Reconstruction Senator “Chicken” Stephens of Caswell County, which in spite of the efforts of Claude G. Bowers and others went unsolved for years; the mad jealousy of Frankie Silver of Burke County which ended with bitter justice at the end of the law's noosed rope, the first woman hanged in the state—these and the other lively stories of famous North Carolina murders make fascinating reading. The stories, told with authority and inviting informality, employ material from contemporary newspapers, court records, letters, family collections, and numerous works of local history. They evoke a feeling for a past time and place as well as for the untidy event themselves.

WELLS, HELEN. *A Flair for People*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.75. Ann Robert's first job as assistant personnel supervisor in a doll factory was exciting and challenging. She knew how to deal with people and succeeded in solving some tricky problems. When she hired Margaret O'Connor, a shy girl who wore heavy braces and moved about on crutches, she knew she was taking a chance since the production schedule was tight and Margaret had no experience. Clara was an excellent creative worker, but her emotional flare-ups reflected on all the girls and caused tears and strain in the workroom. Ann's handling of these situations—and many more—brought their rewards. Then when she was ready to reform the company's hiring policy—she was fired. Where had she failed? Blake Walton said she had let her enthusiasm overshadow her judgment. Maybe so, but Ann couldn't help feel a little bitter towards Blake whom she was getting to like too much.

WHITAKER, A. P. *The United States and Argentina*. Cambridge 38, Mass.: Harvard Univ. Press. 1954. 288 pp. \$4.75. The Perón regime in Argentina has altered the constitution, purged the supreme court and the universities, brought the press under rigorous control, and employed the usual instruments of terror and violence. As Donald C. McKay says in his Introduction to this book, “The dramatic account of the rise of the dictator and his seizure of power is an instructive case history in how revolutions are made. The author puts his finger on certain pathological symptoms in the Argentine body social, which invited Perón's action. The dictator's consort, Evita, with her beginnings as a burlesque girl, her extraordinary grass-roots sensitivity, and her ostensible concern for the masses, adds a gaudy but important note to this bizarre cavalcade.”

Ever since the first World War, United States diplomatic relations with Argentina have followed a stormy course, while in the past decade the United States has displaced Britain in the top position in Argentina's economic foreign relations. In fact, Argentina is our most important and difficult Latin American problem.

This is the book many of us have been waiting for, a cool-headed account of this thorny and much-debated subject which will enable us to evaluate it objectively. The author shows how—unlike other dictators—Perón has succeeded in building a solid popular base for his regime; and points out its deep roots in Argentina's history and geography. He traces the varying impact of Perón's growing power, of our distaste for his dictatorship and for his international policies, and of our own self-interest in relations between the United States and Argentina. Looking ahead, he sees nothing threatening the continuance of the Perón regime in the years just ahead, and predicts that even if the Radicals, sound practicing democrats though they are, should succeed Perón, they might prove in some respects even more "recalcitrant" than the present dictator.

WILLIS, P. D. *The Race Between the Flags*. New York 3: Longmans, Green and Co. 1955. 189 pp. \$2.50. Here is a new adventure for Alfred and his wonderful horse, The Saint. There's a steeplechase coming up and young Alfred has his heart set on The Saint's winning, though the jumps are high. He enlists the aid of Only, the stable boy, and promises Only his help in return. When The Saint takes the jumps when he isn't supposed to, and a criminal is captured, Alfred is able to do more for Only than he had dreamed.

This is only part of the drama and excitement that attend the training of The Saint for the big race. Alfred clashes constantly with a jockey who is suspiciously hostile; tension mounts, thrills and spills multiply, and finally there's a disaster that nearly puts an end to The Saint's racing days. But the tragedy has some good results, too, and now the horse has a chance to win. It's a real triumph when Only, just out of the hospital, is able to lead The Saint, with Alfred in the saddle, into the Winner's Circle.

WILSON, N. C. *The Freedom Sing*. New York 17: Henry Holt and Co. 1955. 285 pp. \$3.50. This story is set in the South of ante bellum days and conveys both the richness and the poverty of that life. Unlike *Uncle Tom's Cabin*, it is not a particularly violent book. But it deals with slave owners, runaway slaves, and the underground railroad. The author has attempted, helped by the perspective of time, to write fairly and honestly of life and of a tradition that are no longer a part of the American scene. His narrative reveals a talent for vivid description, strong characterization, and a writer's eye for detail.

WYLIE, MAX. *Clear Channels*. New York 10: Funk and Wagnalls Co. 1955. 416 pp. \$4.75. An ounce of television appears to provoke a pound of criticism—printed, spoken, and often simply declaimed. There is plenty of sound and fury in the controversy, but the author has had the happy thought of adding some sense to the uproar. Frankly irked by the incomplete thinking and unproved charges of television's detractors, he takes a long and steady look at the facts, which he uses as ammunition for the well-aimed broadsides contained in many of his chapters. He scores direct hits on many vulnerable areas of faulty thinking. On the other hand, he is frank to admit that all is not irreproachable behind the camera lenses and that television needs to keep its own house in better order than it has to date.

The author asks a lot of pertinent questions in the course of his survey of the television problem. Is it true, for instance, that people are staying away from baseball parks and taking bread out of the mouths of the local magnates because of major-league television? Or has a "public be damned" attitude in those parks had something to do with it? Is television debasing the national intelligence, or does it offer the greatest educational opportunity of our time? Are TV programs a cause of juvenile delinquency? Do the give-away shows, in addition to outraging some sectors of the public taste, also

load scores of destitute families on city welfare agencies? What about cigarette advertising; is it lulling the public to the menace of lung cancers? Is it the right way to handle the problem, from the point of view of the cigarette manufacturers themselves?

These and many other facets of American television are vigorously discussed in the pages of this book. The reader is bound to come away from them with a fresh appreciation of the opportunities that television affords the people of this country and the problems it faces. The author's criticisms, when he levels them, are constructive; and his intolerance of nonsense is always affirmative. Here is a book which everyone who looks at or works with television will wish to read and discuss.

YAFFE, JAMES. *What's the Big Hurry?* Boston 6: Little, Brown and Co. 1954. 341 pp. \$3.75. Dan Waxman had got for himself everything that the world and Chicago in the 'twenties could offer—a loving wife and daughter, a fine home, his own prosperous business. For him the comfortable world was divided into parts: 1200 Lake Shore Drive—and everywhere else.

Dan and his friends had made money together and spent it together. They organized the Downtown Businessmen's Social Club and built Pleasant Fairways; they supported the opera and their poor relatives; and they enjoyed living. This was Dan's world—until the crash of '29.

Dan's world crashed, too—in a specially painful and ambiguous way. He had to leave Chicago, and he lost the very things he prized the most—friendship, and the respect and admiration of his associates. So this is the story of Dan's other world—"everywhere else"—and of his harried life and restless search for a home in it.

YATES, ELIZABETH. *Rainbow 'Round the World.* Indianapolis 7: Bobbs-Merrill Co. 1954. 174 pp. \$2.50. This is the story of John, who had a great adventure. He was an eleven-year-old American boy, and a very lucky one. For he had a chance to fly around the world and see and take part in the exciting things the United Nations Children's Fund is doing for children and with children in faraway countries. A Nicaraguan boy saved him from the perils of the jungle. He played elephant with Filipino children. He rode with Bedouins through the desert night. He lost his heart to a baby girl in the Bolivian mountains, his shirt to a sick boy in Thailand, his shoes to an Arab refugee.

These are only part of his adventures. He missed the things tourists go to see, like the Taj Mahal, but he saw what few among them see—people living their own lives in a tiny hut in a village in India, or in a sailboat bobbing under the blue sky of Greece. He went to see what UNICEF was giving the children of the world. He never dreamed UNICEF had the best gift of all for him.

Pamphlets for Pupil - Teacher Use

Administration of Public Laws 875 and 815. Washington 25, D. C.: Supt. of Documents. 1955. 186 pp. \$1. Outlines briefly the background of the legislation, reviews, amendments and changes in the Acts which went into effect for the 1954 fiscal year, and presents a complete summary of receipts and disbursements and statistical tables reflecting allotments to various school districts and accomplishments under the Acts.

Advancement of Higher Education. Detroit 2: Educational Relations Section, Dept. of Public Relations, General Motors Corp., P. O. Box 177, North End Station. 1955. 20 pp. Free. Gives information on the General Motors Scholarship Program.

ALPERN, H.; ARNDT, C. O.; and KATSH, A. I. *New Frontier: Teaching Foreign Languages in the Elementary School.* New York: Dept. of Foreign Languages and Literatures, School of Education, New York University. 1955. 38 pp. \$1. The report of the

twentieth annual foreign language conference held on November 6, 1954, at New York University.

Annual Report of the W. K. Kellogg Foundation. Battle Creek, Mich.: The Foundation, 1955. 127 pp. A review of the activities of the Foundation during its fiscal year 1953-54 in which it expended over \$4,250,000.

Annual Statistical Report of the Superintendent of Schools, 1953-54. Cincinnati: Office of the Supt. of Schools, 1955. 56 pp. A statistical report on general information, pupil personnel, professional and civil service staff, summer and evening schools, building and finance, and expenditures.

Australia in Facts and Figures. New York: Australian News and Information Bureau, 1955. 64 pp. An official account of Australian policy, economy, and administration during the June quarter, 1954.

BADGER, H. G., and RICE, M. C. *Statistics of Higher Education: Faculty, Students, and Degrees, 1951-52.* Washington 25, D. C.: Supt. of Documents, 1955. 110 pp. 35c. This is Chapter 4, Section 1, of the biennial survey of education in the United States for the school years 1950-52.

BARNOUW, ERIK, and CLARK, E. G. *The Fight Against Syphilis.* New York: Public Affairs Committee, 22 E. 38th St. 1955. 28 pp. 25c. Discusses the new problems and new dangers in the fight against syphilis following the spectacular progress in the fight against syphilis that followed the discovering of penicillin.

Better Schools, Your Best Investment. Portland 5: Oregon Education Assn., 1530 Southwest Taylor St. 1955. 16 pp. Describes some of the problems facing the schools of today and suggests solutions.

BETTS, E. A., and WAGNER, GUY. *What's New in Reading Instruction.* Haverford, Pa.: Betts Reading Clinic, 257 W. Montgomery Ave. 6 pp. 25c. A reprint from *Midland Schools*, official publication of the Iowa State Education Association, December, 1953, and January, 1954.

BEUST, N. E. *School Library Standards, 1954.* Washington 25, D. C.: Supt. of Documents, 1954. 47 pp. 20c. Presents brief digest, with some explanations, of the school library standards which were in effect at the beginning of 1954 and includes a digest of standards used by four regional accrediting associations and state departments of education.

BOOHER, E. D. *Education Directory: Counties and Cities, 1954-55.* Part 2. Washington 25, D. C.: Supt. of Documents, 1955. 93 pp. 35c. This is a directory listing the name of each county and its county superintendent of public schools (population of 2,500 and over) and the names of each urban place and its superintendent of public schools for the school year 1954-55 for each state and territory of the United States. Also included is a separate list of superintendents of Catholic parochial schools listed alphabetically by cities for the country as a whole.

Booklets, Charts, and Films. Detroit 2: Educational Relations Section, Dept. of Public Relations, General Motors Corp., Box 177, North End Station, 1955. 8 pp. Free. A listing of General Motors materials available for school use.

BUCK, HART. *Freedom To Shop Around.* Irvington-on-Hudson, New York: The Foundation for Economic Education, 1955. 20 pp. One copy free. An address before the Queensway Lions Club of Toronto, Canada. Also available from the same source is *Agarian Reform* by P. L. Pocrot.

Calling All Jobs. New York 17: National Assn. of Manufacturers, 2 E. 48th St. 1955. 24 pp. A two-color booklet emphasizing that so-called workerless plants are a myth and will remain so in the future. It stresses the fact that industrial machinery has

undergone a continuous process of improvement and that this merely has become more pronounced in the past six or seven decades. The booklet uses historical examples to show that every improvement of the machine age which has increased productivity has increased the total number of jobs, thus proving that automation is the friend of the worker rather than his enemy. The NAM study notes, for example, that General Motors employment has risen 200,000 in the past few years in spite of all the new and modern automatic equipment it has installed.

Care for Children in Trouble. New York: Public Affairs Committee, 22 E. 38th St. 1955. 28 pp. 25c. An improvement in guidance and protective services for children who are taken into custody by the police or removed from their homes for their own protection is strongly urged in a pamphlet.

Comics Fact Kit. New York 17: Comics Magazine Assn. of America, 41 E. 42nd St. 1955. Free. Consists of eight booklets about comic books, discussing the development of "sound, wholesome, and entertaining" comic books, reports on studies of the juvenile delinquency problem, describes the issues involved in comics legislation, and suggests responsible self-regulation by the comics industry as the best and only democratic solution. The *Comics Fact Kit* includes these booklets: *CMAA: Aims and Objectives*, *Comics Code for Editorial and Advertising Matter* (4 pp.), *Facts About the Comics Code* (4 pp.), *Statement by Judge Charles F. Murphy, Code Administrator*, *Studies on Comics*, *Background of Comics Legislation*, *Typical Endorsements of the CMAA Program*, and *Editorial Roundup*.

COMMITTEE FROM THE HOME ECONOMICS EDUCATION DIVISION OF THE AVA. *Home Economics Education for Out of School Youth and Adults.* Washington 5, D. C.: American Vocational Association, Denrike Building, 101 Vermont Avenue. 1954. 18 pp. One copy free; 15c each in quantity. This illustrated booklet covers all aspects of this phase of the vocational program. Topics covered include: why education in home and family life is needed, who are the students, the scope of the program, organization and administration of adult programs, recruitment and training of teachers, evaluation techniques, and future trends and needs. Also included are several pages of suggestions for unit courses in adult education in home economics.

Control of Federal Government Expenditures. New York 22: Committee for Economic Development, 444 Madison Ave. 1954. 40 pp. Single copies free. This new study gives a detailed analysis of the development and weakness of the procedures by which the government determines its expenditures.

Crucial Questions About Higher Education. Albany: State Univ. of New York, Public Relations Office. 1955. 91 pp. The "crucial questions" on which information is presented are: What is the role of the state in higher education? Who plans on college? Who does not go to college? How much do colleges charge? What factors bear on students' costs? Where does the money come from? Education for what?

DAVIES, D. R., co-ordinator. *Third Annual Report of the Co-operative Program in Educational Administration, Middle Atlantic Region, 1953.* New York: Bureau of Publications, Teachers Colleges, Columbia Univ. 1953. 82 pp. Discusses the various projects under progress by the CPEA. Also available from the same source is a 20-page pamphlet, *An Annotated Bibliography of Materials*, relating to administration.

A Design for Early Secondary Education in New York State. Albany: Univ. of the State of New York. 1954. 128 pp. Contains suggestions to schools and their communities for improving educational programs in grades 7, 8, and 9.

DITTMER, H. J., editor, and SWEENEY, R. P., compiler. *Conservation Projects for the High School.* Albuquerque: Supt. of Public Instruction. 1955. 59 pp. An outline of 25 projects for high-school and elementary biology teachers.

EBERLE, A. W. *A Brief History and Analysis of the Operation of the Educational Placement Service at Indiana University*. Bloomington: Indiana University Bookstore. 1955. 30 pp. \$1. A study of teacher placement with conclusions.

Economic Status of Teachers in 1953-54. Washington 6, D. C.: Research Division, National Education Assn. 1953 (December). 32 pp. 25c. This report brings together a number of tables and charts on the economic status of the teaching profession. Also available is a similarly titled study for 1954-55 under the date of December, 1954 (25c).

Education in Family Finance. New York 22: National Committee for Education in Family Finance, 488 Madison Ave. 1955. 14 pp. Discusses a program to help schools and colleges teach better understanding of personal and family money management.

Educational Records and Their Uses. Atlanta, Ga.: Southern Assn. of Colleges and Secondary Schools, 316 Peachtree Street. 1954. 23 pp. 50c. A report of a special committee appointed to study how educational records are kept in schools and colleges. Reproduces the various record forms available through the National Association of Secondary-School Principals as "tested through use and have been found to simplify the process of recording and use." The committee further states: A form developed by the National Association of Secondary-School Principals has substantially the items called for in this Bulletin"; i.e., their report.

Effective Intermediate Units—A Guide for Development. Washington 6, D. C.: Dept. of Rural Education, National Education Assn. 1955. 16 pp. 25c. This brochure is an attempt to present the concept of a modern intermediate unit in a condensed form and simple language.

Engineers' Council for Professional Development. Detroit 2: Engineers Council for Professional Development, 3044 W. Grand Blvd., Room 13-217. 1955. 64 pp. Annual reports for 1953-54 including the chairman's report and reports of committees, as well as a listing of accredited curricula in colleges and universities leading to first degrees in engineering in the United States. Also available is a 32-page guidance pamphlet, *Engineering, A Creative Profession* (25c), and *After High School—What?*

Escape to Freedom. Washington 25, D. C.: Foreign Operations Administration. 1955. 24 pp. The story of the United States Escapee Program.

ETHICS COMMITTEE. *A Code of Professional Ethics for Administrators*. Los Angeles, Calif.: Hobart Blvd. Elementary School. 1955. 5 pp. A code of ethics adopted by the Association of Elementary-School Administrators of Los Angeles.

Evaluative Criteria for Distributive Vocational Education. Washington 5, D. C.: American Vocational Assn., 1010 Vermont Ave., N. W. 1955. 32 pp. 35 cents; orders for ten or more receive 10% discount. A special committee from the Distributive Education Division of the American Vocational Association has prepared a set of proposed criteria for use in evaluating the progress being made by programs of distributive education. Aspects of the program (co-operative part-time and adult programs) covered include: administration, organization, nature of offerings, physical facilities, direction of learning, outcomes, and special characteristics of distributive education.

The Facts About the Pentagon's New Conscription Plan. Washington 2, D. C.: Friends Committee on National Legislation, 104 C. St., N. E., or 513 166th St., New York 32, New York. 1955. 36 pp. 25c. Forty-five key questions and answers about the conscription plan now before Congress.

FAIRFIELD SCHOOL STUDY COUNCIL. *A Report on the Teaching of Reading in Fairfield Schools*. Southport, Conn.: W. J. P. Cullen, Harbor Road. 1955. 24 pp. Free. Discusses how reading is taught in the elementary schools of Fairfield, the philosophy back of the procedure, evaluates achievement, tools of learning, teachers, problems encountered, etc.

FLECK, HENRIETTA. *How To Evaluate Students*. Bloomington, Ill.: McKnight and McKnight. 1953. 85 pp. This booklet is written for teachers and students who have a sincere interest in evaluation and feel a need for help in understanding and appreciating the total individual. It presents an overview of essential points to consider in the process. Suggestions are offered for securing information on various aspects of an individual's personality which are so vital to full development as a mature person. A student's potentialities for social and home living are explored. Evaluation as a part of the total program is emphasized; methods and materials to aid the teacher in the procedure of evaluation are indicated in relation to the examination of each of these personality aspects.

Follow-Up Study of Former High School Students in Utah. Salt Lake City: Utah State Dept. of Public Instruction. 1954. 32 pp. A report on a study of former Utah high-school students of 66 Utah high schools. Included were former ninth-grade students of 1936, 1946, and 1948, a total of 11,666 students. The purpose of the study of former high-school students is to determine as nearly as possible his adjustment in society and how the school can more adequately facilitate this adjustment.

FORNWALT, R. J. *Summer Job Information Sources*. New York 3: The Author, Big Brother Movement, 33 Union Square West. 1955. 4 pp. Mimeo. 15c. Suggestions and resources for the job seeker and the job counselor. Also available at the same price from the same source is *Comic Books: Educational and Vocational*, an 8-page annotated list of publications showing the many and varied constructive uses to which popular cartoon art is now being employed.

Ganymed Reproductions. Greenwich, Conn.: New York Graphic Society. 1955. 32 pp. Free. A catalog of some reproductions of works of art, giving information about each of these pictures. A small reproduction of each appears with the description.

GAUMNITZ, W. H., et al. *Junior High School Facts—A Graphic Analysis*. Washington 25, D. C.: Supt. of Documents. 1955. 79 pp. 50c. Contains 42 charts with descriptive material—divided into six parts: The Junior High School—Its Beginnings, Pioneers, Purpose, and Trends; Status of Junior High Schools by States; Attendance, Retention, and Employment Facts Relating to Junior High School Youth; Indices of Junior High School Services and Programs; Some Characteristics and Problems of Junior High School Youth; and Selected Annotated References to Junior High School Status and Trends.

Geography for Today. Columbus, Ohio: Charles E. Merrill Books, 400 S. Front St. 1955. 48 pp. 15c. Contains information about the geography that is most important in our current history. Has 60 new maps of nations, continents, and geopolitical units which, with the supplementary text, brings social studies courses up to date, and clarify subjects in the news.

GRAMBS, J. D. *The Development of Lifetime Reading Habits*. New York 36: National Book Committee, 2 W. 46th St. 1954. 24 pp. 50c. A report of a conference on secondary-school practices that encourage the formation of a permanent attachment to books called by the Committee on Reading Development in New York, June 25-26, 1954.

Growing Up Safely. New York 17: Camp Fire Girls, 16 E. 48th St. 1955. 12 pp. Free. Adult volunteer leaders in traffic safety education point out the need to consider physiological and psychological factors involved in providing not only for the safety but also for the safety education of girls of various ages. In Camp Fire, the age spread is 7-18.

Guide to Community Safety Programs. Washington 25, D. C.: U. S. Dept. of Labor, Bureau of Labor Standards. 1955. 11 pp. Free. Recognizing community action as an

effective means of preventing work accidents, many of which occur in the smaller plants of the nation, the Committee issued a "how to" guide setting forth steps in organizing an effective community program. Included in the *Guide* are a sample program for a one-day community safety conference and list of sources of help for groups wishing to organize a conference.

HAMMOND, T. T. *Yugoslavia—Between East and West*. New York 17: Foreign Policy Assn., 345 E. 46th St. 1954. 61 pp. 35c. After presenting the background as to how Yugoslavia became a country in 1919 and tracing her road to the break with Russia in 1948, the author discusses the reorganization of the government and communist party, the new economic system, collectivism, and the role of the peasant.

A *Handbook on State and Local Taxes*. Washington 6, D. C.: Congress of Industrial Organizations, 718 Jackson Place, N. W. 1954. 142 pp. Cloth, \$3; paper, \$2. This handbook has been written with the conviction that our tax systems at all governmental levels can be immensely improved so that they will more fairly reflect the ability of all Americans to bear their proper share of the burden.

HAYES, MEL. *The Three R's in 13 Days*. Toledo, Ohio: *The Toledo Blade*. 1955. 22 pp. A staff writer of the *Toledo Blade* spent a day in each of grades kindergarten to grade 12 in the local schools. He writes of his experience in each of these grades—one for each of these grades—and publishes them in the *Blade*. This booklet is a reprint of these thirteen articles.

HENSARLING, P. R. *Glass Walls and the Instructional Program*. Oklahoma City, Okla.: Caudill, Rowlett, Scott, and Associates. 1955. 8 pp. A report on the reactions of 45 teachers working in classrooms which have walls of glass concerning the use of glass walls in schools.

HERROLD, KENNETH, and HERTZ, D. M. *Developing a Concept of the Dimensions of Man*. New York: Co-operative Program in Educational Administration, Teachers College, Columbia Univ. 1954. 54 pp. A CPEA report to the profession. Also available is *Reports of Elementary School Principals on Their Professional Problems*, a digest of a dissertation prepared at Teachers College, Columbia University, by W. R. Graves, Jr., and Nathan Stoller.

HILL, GLADWIN. *A Father Looks at Progressive Education*. Washington 6, D. C.: National School Public Relations Assn., 1201 16th St., N. W. 1955. 16 pp. 25c. The article underscores a father's conviction that today's schools try to give the child more—manual dexterity, self-expression, understanding of why and how economic and social conditions affect our lives and enjoyment of learning. The booklet should be especially useful for parents and community leaders, as well as for members of the teaching staff.

Junior-Senior High School Site. Warwick, N. Y.: Board of Education. 12 pp. A pamphlet of information to inform the voters about the selection of a high-school site.

KEMPER, HOMER. *Home Study Blue Book*. Washington 5, D. C.: National Home Study Council, 1420 New York Ave., N. W. 1955. 32 pp. Discusses home study and contains a directory of approved home-study schools and courses.

KENNAN, G. F. *The Illusion of Total Security*. New York 3: Sidney Hillman Foundation, 15 Union Square West. 1955. 12 pp. A condensed commencement address given in 1954 at Radcliffe College and subsequently printed in the *Atlantic Monthly*. In this address Mr. Kennan, who has served as a top level adviser on United States foreign policy for many years, analyzes our current search for the will-o'-the-wisp of total security, and sees in it the seeds of destruction rather than safety. No nation can achieve total security, Mr. Kennan points out, and our recent preoccupation with it has led to hysteria at home and to inflexibility in our relations abroad.

LEWIS, G. M. *Educating Children in Grades Seven and Eight*. Washington 25, D. C.: Supt. of Documents. 1954. 107 pp. 35c. This bulletin reports results of research into characteristics and needs of children commonly found in grades seven and eight and projects some characteristics of desirable educational programs for them. It then goes on to report some of the things that the 76 schools in the study are doing for children and some of the ways these schools work with parents and the community. An appendix includes some directions in which the schools need further help. Also included is a bibliography for persons who wish to study further or to pursue sources used in the bulletin.

MACKIE, R. P., and DUNN, L. M. *College and University Program for the Preparation of Teachers of Exceptional Children*. Washington 25, D. C.: Supt. of Documents. 1954. 100 pp. 35c. Provides information to aid prospective teachers in the selection of a center for their specialized preparation.

Making Better Citizens. Medford 55, Mass.: Tufts Civic Education Center. 1955. 24 pp. Outlines a practical program of instruction and activity in education for American citizenship and describes the publication of ten titles in the "Living Democracy Series" of pamphlets on civic issues and problems produced by the Civic Education Project.

Manpower Resources in the Earth Sciences. Washington 25, D. C.: Supt. of Documents. 1954. 81 pp. 45c. The opening chapter of this report summarizes the major finding of this study on such topics as the scientists' specialties, educational background, military status and citizenship status, the fields and types of activities in which they were employed, and their professional income in 1951. More detailed information on most of these subjects is contained in later chapters on geologists, geophysicists, and meteorologists and in extensive statistical appendixes.

MARTIN, W. E. *The Functional Body Measurements of School-Age Children*. Chicago 3: National School Service Institute, 27 E. Monroe St. 1954. 96 pp. \$1. This is a report of the results of an extensive research study on the functional body measurements of school-age children. This study was conducted as a co-operative effort of three different organizations which have a mutual interest in improving the physical environment of our pupils and the educational program of our schools. The study was planned and supervised by the Specialist for School Furniture and Equipment of the Office of Education. The measuring of the sample of pupils and the analysis of data were done by the staff of the Laboratory of Physical Anthropology of the University of Michigan. Assistance in the measuring, processing of data, and publication of the report was provided by thirty different member companies of the National School Service Institute, an association of manufacturers and distributors of school furniture, equipment, and supplies. This publication should be useful to school officials, architects, and design engineers and result in more effective planning and equipping of schools.

MATHER, LOUIS. *The New American School for Adults*. Washington 6, D. C.: Division of Adult Education, NEA. 1955. 40 pp. \$1. This study undertakes to interpret, in narrative form, the factual data collected in the book *A Study of Urban Public School Adult Educational Programs* published by the NEA in 1952. It also draws data from the more recent *Financing Adult Education in America's Public Schools* by Dr. Edward B. Olds of the AEA.

MERRITT, ELEANOR, and HARAP, HENRY. *Trends in the Production of Curriculum Guides*. Nashville, Tenn.: Div. of Surveys and Field Services, Geo. Peabody College for Teachers. 1955. 43 pp. 50c. This monograph is a report of current practices and trends in the production of curriculum guides based upon an analysis of 796 courses of study published in the three-year period from 1951 through 1953. The authors emphasized the practical problems which confront the production committee in the

preparation of a teaching guide. The findings deal with format, leadership, experimentation, units of work and other aspects of the teaching guides. The report also included tendencies within each of the customary subjects. The pamphlet ends with a summary of the most significant conclusions.

NAFTA Reports, 1954. Washington 6, D. C.: Future Teachers of America, 1201 16th St., N. W. 1955. 32 pp. 50c. Consists of a summary of the minutes, discussions, and recommendations from the Leadership Conference of the National Association of Future Teachers of America. This 1954 Conference for college state FTA presidents (or their alternates) began on June 16 at NEA headquarters in Washington, D. C.; included the National Teacher Education and Professional Standards Conference at State Teachers College, Albany, New York; and culminated on July 2 at the NEA Delegate Assembly in New York City. NAFTA's president-elect and the regional directors also participated in the Annual Conference of the Department of Classroom Teachers at the University of Delaware, Newark, from July 5 to 16.

NEUGARTEN, B. L. *Becoming Men and Women.* (Life Adjustment Booklet Series). Chicago 10: Science Research Associates, 57 W. Grand Ave. 1955. 48 pp. 50c. Presents teenagers with a modern view of what "masculine" and "feminine" mean in our society. Discusses the differences between the sexes and tells how these differences affect behavior. Describing the changes that have occurred in the last century and a half in regard to what we expect in the behavior of men and women, the booklet will help young people find answers to such questions as: Are men today too domestic? Are careers unfeminine? Are there standards I must live up to in order to be truly masculine or feminine? Boys will find a frank discussion of some of their special problems in the chapter, "For Men Only," while the girls will get realistic pictures of some of the things that they will find important in their futures by reading the chapter, "For Women Only."

New England Administrators Conference on School Health. New York: National Tuberculosis Association, 1790 Broadway. 1953. 52 pp. Free. A report of the conference held March 25-27, 1953, at Williams Inn, Williamstown, Massachusetts.

New Opportunities in the U. S. Foreign Service. Washington 25, D. C.: Supt. of Documents. 1955. 32 pp. 15c. Discusses types of work, examinations for qualifying, security investigation, pay, promotion, etc.

NICHOLS, MARK. *A Tale of Two Teachers.* Washington 5, D. C.: American Vocational Assn., Denrike Bldg., 1010 Vermont Ave. 1955. 16 pp. Free. The story of Ernest Wills and Joe Slokum, their approach to their jobs, and the results of their divergent attitudes. An object lesson in good teaching techniques and good public relations which covers all aspects of a teacher's responsibility in the classroom and in the community. It portrays the story of success and failure based on attitudes towards teaching, making a clear distinction between indifferent and superior teaching.

1955 SRA Catalog. Chicago 10: Science Research Associates, 57 W. Grand Ave. 1955. 96 pp. Free. Lists tests, guidance material, classroom texts, reading-improvement material, and professional guidance books available from this company.

OGG, ELIZABETH. *Save Your Sight.* New York 16: Public Affairs Pamphlets, 22 East 38th Street. 1954. 28 pp. 25c. Discusses the causes of blindness, prevention, and the need for more research.

OSBORNE, ERNEST. *How To Teach Your Child About Work.* New York: Public Affairs Committee, 22 E. 38th St. 1955. 28 pp. 25c. A Public Affairs pamphlet stressing efforts that must be made in home, school, and community to provide children with opportunities for constructive work if they are to learn the dignity and value of labor.

Our Southern Partners: The Story of Our Latin American Relations. Washington 25, D. C.: Supt. of Documents. 1954. 52 pp. 25c. Discusses our relations with Latin America.

PATON, ALAN. *The Negro in America Today.* New York 16: Community Relations Service, 386 Fourth Avenue. 1954. 20 pp. A reprint from *Collier's* of an article by the author of *Cry, the Beloved Country*. Also available from the same source are: *Preliminary Report on Neo-Fascist and Hate Groups* (36 pp.); *Communism: Threat to Voluntary Groups* (4 pp.); and *This Is Our Home* (20 pp.).

The People Take the Lead. New York 16: The American Jewish Committee, 386 Fourth Ave. 1955. 32 pp. 10c. A succinct report on progress from 1948 to 1955 in the area of civil rights.

Personnel Resources in the Social Sciences and Humanities. Washington 25, D. C.: Supt. of Documents. 1955. 150 pp. 70c. This bulletin is based on a survey of the characteristics and economic status of professional workers in all major branches of the social sciences and humanities. It was prepared in co-operation with the Dept. of Defense and the American Council of Learned Societies. It is a survey of the characteristics and economic status of professional workers in fourteen fields of specialization.

Statisticians and economists had higher earnings than other occupational groups included in the survey. Median annual salaries reported for 1952 were as follows: anthropologists and archaeologists—\$5,000; economists—\$6,500; geographers—\$5,100; historians—\$5,000; political scientists—\$5,900; sociologists—\$5,100; statisticians—\$6,800; linguistics and literatures specialists—\$4,900; and specialists in the other humanities—\$5,000.

In general, Ph.D.'s had higher average salaries than persons of comparable age with lesser degrees. Social scientists and humanists in the Federal government and private industry had higher average salaries than those of comparable age and education in colleges and universities. However, a high proportion of college faculty members supplemented their regular salaries with income from other sources, such as extra teaching, royalties from publications, lecturing or consulting. The median salary of college or university employees was approximately \$5,000 in 1952, in most fields covered by the survey, and median total annual income was from \$400 to \$900 higher, depending on the field of employment. Women were paid less than men. In most specialties, the average salary differential between men and women of comparable age and level of education and in the same type of employment was about \$1,000.

These and other findings of the survey represent the first detailed statistical data compiled on employment in the following fields: anthropology (including archaeology), economics, geography, history, political science, sociology, statistics, linguistics and literatures, aesthetics, art, Biblical literature, musicology, Oriental studies, and philosophy. In addition, the survey produced a roster of personnel whose skills and experience have hitherto been largely neglected in inventories of specialized human resources.

Physical Education for College Men and Women. Washington 6, D. C.: American Assn. of Health, Physical Education, and Recreation. 1955. 48 pp. \$1. Report on the conference held in Washington, D. C., October 4, 5, and 6, 1954.

Professional Opportunities. Newark, N. J.: Leon Mones, Asst. Supt. in Charge of Personnel, Dept. of Personnel. 1954. 52 pp. Acquaints the reader and the candidate for professional appointment with prerequisites, procedures, and professional opportunities for educational service in the Newark public schools.

Publications prepared by the Civic Education Project of Cambridge, Massachusetts, and available from the Comet Press Books, 11 West 42nd Street, New York 36.

And Crown Thy Good. 47 pp. The story of the current drive for civil rights for all groups, without exclusions based on birth or race.

Bread and Butter Plans. 48 pp. Factual stories of citizens and groups of citizens who find time for their civic responsibilities.

Capitalism—Way of Freedom. 56 pp. Issues and problems to be faced and solved in order to insure a high level of prosperity, equitably shared.

The Isms and You. 40 pp. What it means to group, to work, and to live under a dictatorship (communism or fascism) as contrasted with growth, work, and life in a democracy.

It Has been Done. 48 pp. Illustrations of how political conditions have been improved in certain cities and towns.

These Americans. 53 pp. How people from many lands help to make the USA one nation, worthy to be great.

They Made a Nation. 48 pp. An account of what went on at the Constitutional Convention.

Who Says What? 45 pp. An analysis of the influences that tend to produce group judgments about civic issues and problems.

Why Don't They Think. 56 pp. How thoughtless, prejudiced, emotional reactions lead to wrong attitudes and unsound conclusions.

Work Without Strike. 48 pp. A discussion based upon the democratic principle of trying to think through and talk out a problem fairly with everybody in on it and everybody seeking the solution that is best for all.

Publications available from General Motors, Department of Public Relations, Detroit 2, Michigan; illustrated and in color:

A to Zero of Refrigeration. 96 pp. A simple story of man-made cold.

ABC's of Hand Tools. 48 pp. Discusses their correct usage and care.

American Battle for Abundance. 100 pp. A story of mass production.

The Big Road Test. 60 pp. The story of engineering at General Motors proving grounds—30,000 miles a day.

Can I Be a Craftsman? 20 pp. A guidance pamphlet.

Can I Be an Engineer? 20 pp. A guidance pamphlet.

Can I Get the Job? 32 pp. A guidance pamphlet.

A Catalog of Educational and Entertaining Films. 64 pp. A classified listing of 16 mm. films on loan from General Motors.

The Challenge of Engineering's Second 100 Years. 28 pp. Discusses what lies ahead in science and engineering and brings out the importance of the engineer's contribution to the history and well-being of our country.

The College Graduate and General Motors. 32 pp. Informs the graduate about General Motors: What it makes, how it operates, and the kind of career it offers him.

Diesel—The Modern Power. 32 pp. Discusses the past, present, and future of the Diesel engine.

Driver Training Kit for Teachers. Contains various materials on driver education.

Electricity and Wheels. 32 pp.

GM—Annual Report. 60 pp. What the company is doing.

How the Wheels Revolve. 32 pp. A description of the operation of the automobile from the pistons to the rear wheels.

How To Plan and Pay For Better Highways. 100 pp. Contains the names of the winners of the national and regional awards of the General Motors Better Highways Award Contest; also the three national winning essays in full and summaries of twelve others which won top awards.

Man to Man on the Job. 96 pp. Contains aids for a series of meetings for foremen and executives of General Motors.

Metallurgy and Wheels. 48 pp. The story of iron and steel from prehistoric times, with special attention to the part these metals play in the automobile industry.

1900 to 19XX. 36 pp. A review of past progress in engines from the standpoint of higher compression ratios, plus the results of recent tests on comparable cars of 1915, 1935, 1951, and 19XX.

No Formula—What Then? 20 pp. Discusses the work of the researcher and how research works.

Optics and Wheels. 32 pp. A survey of the outstanding historical events in the development of artificial light, as well as of the basic principles of optics as applied to automobile lighting problems.

Power Goes to Work. 136 pp. A simple explanation of the fundamentals of power transmission systems, portraying in some detail the power drives of the automobile, airplane, and ship.

Precision—A Measure of Progress. 64 pp. The story of measurement, tracing this science from the time of Noah's Ark up to the present, and taking a look into the future.

Profits, Prices, and Products. 48 pp. Statements and discussion before the Subcommittee on Profits of the Joint Committee on the Economic Report by M. E. Coyle, executive vice-president of General Motors.

A Research Man Speaks. 32 pp. Points out the importance of the chemical industry to the automobile in the past and future.

Short Stories of Science and Invention. 126 pp. A collection of radio talks by C. F. Kettering, research consultant of General Motors.

Transportation Progress. 58 pp. A story of self-propelled vehicles from the earliest times down to the automobile.

We Drivers. 40 pp. A series of brief discussions on driving dedicated to the safety, comfort, and pleasure of the motoring public.

Publications and filmstrip from the Metropolitan Life Insurance Company, 1 Madison Avenue, New York 10, N. Y.:

BRAGG, M. C. *Pioneer in Health Education.* An issue in the 1954 series of the *Health Bulletin for Teachers* on the theme "Modern American Health Heroes."

Florence Nightingale and the Founding of Professional Nursing. A filmstrip, in color, with sound, replacing the former black-and-white silent filmstrip in the current *Health Heroes Series* based on new knowledge about Miss Nightingale's life.

Health Goals for Youth. 16 pp. A booklet for school administrators to help them analyze the effectiveness of their school health programs.

Publications of the National Association of Home Builders, 1208 Connecticut Avenue, N. W., Washington 6, D. C.:

American Home Ownership vs. Public Housing. 23 pp. Free. A manual of debate.

Home Safety Principles. 8 pp. Free. Contains principles to guide home builders in the construction of safe, structurally sound, and healthful homes; also usable for the purchaser of a home. Includes a checklist.

Housing America's Forgotten Families. 24 pp. Free. Discusses a six-point program.

Housing . . . USA. 33 pp. Free. A reference manual on housing issues.

List of NAHB Materials for Educational Use. 3 pp. Mimeo. Free. Lists films and slides and printed materials.

A New Face for America. 24 pp. Free. A program of action planned to stop slums and rebuild our cities.

Four large pictorial posters: *The Builder and His Community*, *Meet Your Home Builder*, *Housing and Our Nation's Prosperity*, and *Growth of Home Ownership in the 20th Century*.

Publications by the National Section for Girls' and Women's Sports available through the American Association for Health, Physical Education, and Recreation, 1201 16th St., N. W., Washington 6, D. C.:

BELL, MARGARET. *The Doctor Answers Some Practical Questions on Menstruation*. (Revised) 1955. 14 pp. 35c.

The Official Softball—Track and Field Guide. 1955. 160 pp. 50c. Contains the official Softball and Track and Field rules along with standards, teaching articles, and instructions for officials.

Selected Volleyball Articles. 1955. 72 pp. \$1. Contains reprints of over twenty excellent teaching articles published in former Guides 1937-53.

Publications of the New York State Youth Commission, Albany, New York:

DANIELS, LINCOLN. *Police and Young Offenders*. 32 pp. Discusses the part police officers can play in reducing juvenile delinquency.

_____. *Team Work Can Prevent Delinquency*. 24 pp. A guide for community action to prevent juvenile delinquency.

List of Current Publications. 4 pp. Descriptions of publications available.

LUTZIN, S. G. *Making Teen Centers Succeed*. 48 pp. Deals with organization and management problems of teenage centers.

SPENCE, R. B. *Reducing Juvenile Delinquency*. 40 pp. The educational consultant of the New York Commission discusses what New York schools can do about juvenile delinquency.

Publications in socio-guidramas. A series of guidance playlets (12 pages each) prepared in 1955 by the Occu-Press, 489 Fifth Avenue, New York 17, New York. Available at 50c each with discounts of 10% for 5 to 9 copies, and 20% for 10 or more copies.

FORRESTER, GERTRUDE. *Shall We Go Steady?*

HAYDEN, V. D. *"Granny, This Isn't 1890."*

_____. *Your Friends—Who Chooses Them?*

SPLAVER, SARAH. *Trust—Absent*.

Railroad Transportation. Washington 6, D. C.: Assn. of American Railroads, Public Relations Dept., Transportation Bldg. 1954. 45 pp. Free, but only one copy to a teacher as supply is limited. A concise and comprehensive statistical record of the United States railroads from 1921 through 1953. Four tables relate to all railways in the United States, four charts and twenty-nine tables concern Class I railways in the United States, and two tables show the distribution of commercial intercity traffic.

Report of the Ninth National Conference on Citizenship. Washington 6, D. C.: National Education Assn. 64 pp. Proceedings of the September, 1954, conference including the addresses given during the meeting.

RIVLIN, BENJAMIN. *Self-Determination and Dependent Areas*. New York 27: Columbia University Press, 2960 Broadway. 1955. 180 pp. 25c. Discusses human rights, the Trusteeship System, protection to small countries, etc., and issues in Palestine, Italian colonies, Indonesia, Morocco, Tunisia, and Cyprus.

ROWLAND, WILMINA, compiler. *When We Pray*. New York 10: Friendship Press, 257 Fourth Avenue. 1955. 64 pp. 50c. The purpose of this book is to help young people in all countries to feel their togetherness in the Christian Church and to pray

for one another. The reader's thoughts and meditations are directed to twelve countries of the world.

SCHWARTZ, PAUL, editor. *Folk Dance Guide*, fifth edition. New York 3: Folk Dance Guide, Box 342 Cooper Station. 1955. 24 pp. 50c. Contains a discussion of folk dances in the United States, quotations from outstanding persons about the folk dance, a national directory of instructional groups, and a selected bibliography of textbooks, articles, and periodicals on the subject.

Selected Publications of the Bureau of Labor Standards. Washington 25, D. C.: Bureau of Labor Standards, U. S. Dept. of Labor. 1954. One free copy on request.

Seventeenth Semi-Annual Report of the Atomic Energy Commission. Washington 25, D. C.: U. S. Atomic Energy Commission. 1955. 152 pp. Discusses activities from July to December, 1954.

SEXTON, IRWIN. *Industrial Techniques in the School Shop*. Milwaukee 1: Bruce Pub. Co. 1955. 80 pp. 96c. Discusses the place of the school shop in relation to present-day processing methods in manufacturing. Section I gives attention to industrial techniques in the school shop; Section II, to project outlines; and Section III, to keeping abreast of industrial topics.

Shall I Study Pharmacy. Ann Arbor, Mich.: R. A. Deno, University of Michigan, College of Pharmacy. 1954. 32 pp. 35c. This career brochure is sponsored by the American Association of Colleges of Pharmacy. It has been widely accepted as an authoritative source of data on the profession of pharmacy by guidance counselor, teachers, and pharmacists. It is primarily directed to high-school and college students who may be considering pharmacy as a career. Also contains a list of the members and accredited colleges of pharmacy.

SHOSTECK, ROBERT, and JOSPE, ALFRED. *College Guide for Jewish Youth*. Washington 9, D. C.: B'nai B'rith Vocational Service Bureau, 1761 R St., N. W. 1955. 64 pp. The authors provide a brief description of each college, its total enrollment, the number of Jews enrolled, the name and address of the B'nai B'rith Hillel director or counselor, and what Jewish fraternities and sororities are represented. It also gives facts on Hebrew and Jewish cultural courses offered by each institution.

SHOTWELL, L. R. *This Is the Indian American*. New York 10: Friendship Press, 257 Fourth Ave. 1955. 36 pp. 50c. Composed of six chapters as follows: Who Is an Indian? Culture Makes a Difference, Everybody Has To Live, The Shepherd Knows His Sheep, Democracy Is a Two-Way Street, and "Don't Let My People Down."

SLEEPER, RUTH. *Should Your Child Be a Nurse?* New York 10: New York Life Insurance Co., Department JCP, 51 Madison Ave. 1955. 8 pp. Free. Reprinted from an advertisement sponsored by the New York Life Insurance Company and appearing in February, 1955, in *Collier's*, *Saturday Evening Post*, and *Ladies' Home Journal*, it is one of a series of career promotions sponsored by the company as a public service. Other careers covered have been medicine, law, journalism, selling, public service, accounting, chemistry, aeronautical engineering, and teaching.

Southeast Asia: A Selected Bibliography. New York 22: Institute of Pacific Relations, 1 East 54th St. 1955. 31 pp. 35c. A comprehensive bibliography on this area of the world organized by countries.

Text of the Supreme Court Decision on Segregation in Public Schools. Newark: New Jersey Dept. of Education, Division Against Discrimination, 1060 Broad St. 1954. 48 pp. The text with selected comments from the nation's press and the New Jersey story in brief.

This Is Oil. New York 20: Shell Oil Co., 50 W. 50th St. 1955. 4 pp. Free. A list and description of 16 mm. sound, color motion pictures for loan to schools. Each is

accompanied with a teacher's manual and wall chart. Such titles as: "Prospecting for Petroleum," "Birth of an Oil Feld," Refining Oil for Energy," and "Oil—the Invisible Traveler."

VINTON, IRIS. *Summary Junior Book Awards Program*. New York 16: Boys' Clubs of America, 381 Fourth Ave. 1955. 91 pp. Contains the comments on the books which the boys read selected from over 400 books read by some 3,500 boys. The book reports are classified into 20 groups.

Voices of Experience. Washington 6, D. C.: Joint Committee on Educational Television, 1785 Massachusetts Ave., N. W. 1955. 36 pp. A report of a program presented in co-operation with the Joint Committee on Educational Television at the sixty-eighth annual meeting of the Association of Land Grant Colleges and University in November, 1954; includes appraisals of televised education by a college president, a station manager, a university extension director; discusses television's effectiveness in adult education, its place in the university curriculum and its role in supplementary state-wide educational services; and describes the potential audience to be served and some of the programming possibilities for the educational establishment.

WARD, D. S. *Youth and Jobs*. Columbus 15, Ohio: Charles E. Merrill Books, 400 S. Front St. 1955. 32 pp. 15c. This book will help pupils face the job future realistically and with confidence! It shows pupils how to explore the world of jobs, how to choose their vocations and prepare for them—with valuable hints for "getting along" and "getting ahead." It contains up-to-date surveys of the job markets which help pupils know how and where to look for the jobs they want. It assists in self-evaluation—in weighing their abilities and qualifications for each job.

WATERMAN, I. R., editor. *California Schools*. Sacramento: California State Dept. of Education. 1955 (January). 52 pp. Contains articles of higher education in California, recreation services, district organization, daylight controls for film projection, law interpretations, a directory of the California State Dept. of Education, and a short bibliography of professional literature.

WEAVER, G. L. *How, When, and Where To Provide Occupational Information*. Chicago 10: Science Research Associates, 57 W. Grand Ave. 1955. 48 pp. \$1. Discusses the kind of occupational information that should be provided and how it can be presented to students. Programs for teaching occupational information are suggested for elementary schools as well as high schools. In addition to suggestions on how students can study occupations, this teaching guide shows how to plan activities for presenting vocational information in high schools. The booklet also presents the latest information on occupations for girls and minority groups.

What Faces Ohio's Public Schools? Columbus: Ohio School Survey Committee, Room 6, House of Representatives. 1954. 78 pp. A brief digest of the report of this committee giving some of the most pertinent findings. It includes the committee's 23 recommendations about the instructional program, 27 about personnel and teacher education, 11 about the state educational organization, 9 about local district organization, 16 about housing and transportation, and 21 about finance; also a summary of a proposed foundation program.

When the Migrant Families Come Again. Washington 25, D. C.: Supt. of Documents. 1955. 28 pp. 15c. To help the many hundreds of communities in the United States which are visited annually by migrant farm families, the Interdepartmental Committee presents in this bulletin guides to useful community activities and examples of effective jobs already done in Hollandale, Minnesota; Hooperston, Illinois; Cayuga County, New York; San Antonio, Texas; and Fresno, California.

WILL, R. F. *Educational Directory, Part I.* Washington 25, D. C.: Supt. of Documents. 1955. 56 pp. 25c. A directory of Federal and state government education officials, including the U. S. Office of Education and the principal state school officers for each state.

WINT, GUY. *South Asia—Unity and Disunity.* New York 27: Columbia Univ. Press, 2960 Broadway. 1954. 64 pp. 25c. Portrays the internal and regional forces making either for cohesion or division and to trace efforts among the countries themselves and by western nations to promote stability and unity.

WOLFE, A. G. *Leader's Guide.* New York 16: American Jewish Committee, 386 Fourth Ave. 1955. 40 pp. 20c. Discusses the goals of youth-serving agencies, their policies, and the job of youth leaders in those agencies. It suggests a variety of program approaches and describes program tools, pamphlets, films, and other appropriate program aids.

The Work of the Curriculum Co-ordinator in Selected New Jersey Schools. New York 27: Bureau of Publications, Teachers College, Columbia Univ. 1955. 60 pp. \$1. A study and comparison of the duties and responsibilities of curriculum co-ordinators in New Jersey with the purpose of improving their individual effectiveness.

YOUNG, M. A. C. *A Survey of College Health Programs for Prospective Teachers.* New York 19: National Society for the Prevention of Blindness, 1790 Broadway. 1955. 141 pp. \$1. A co-operative project of the Studies and Standards Committee of the American Association of Colleges for Teacher Education and the National Society for the Prevention of Blindness with special reference to eye health.

Publications Received Too Late To Be Classified

ANTHONY, H. D. *Science and Its Background.* New York 17: St. Martin's Press. 1954. 347 pp. The present work gives something of the story of science, together with the background of history in which that story is set. To achieve this, two features have been introduced. First, most of the chapters center around the work of individual men of science, selected not merely as a part of scientific history, but because of the value of their work today. Secondly, the historical background is not only that of isolated biography, but also the continuous history of human affairs. In this connection, the various time-charts will be invaluable. The author has provided the general reader with a broad foundation on which to base a fuller appreciation of the debt of mankind to science. This second edition includes two additional chapters discussing the post-war utilization of scientific developments and the pursuit of science for its own sake.

BALL, ZACHARY. *Bar Pilot.* New York 11: Holiday House. 1955. 220 pp. \$2.50. At the mouth of the Mississippi, the river separates like the fingers of a hand, and pushes to the sea through several channels. Not all of these are navigable, and even those that are have shallow mud bars that are constantly shifting. In the days of sailing ships, every ocean-going craft had to be met and guided through the treacherous delta passes by bar pilots. Day and night, in bad weather and good, pilot boats had to patrol the Gulf, ready to guide the big ships into the river. This is the story of young Jim Yordy, who wanted to be a bar pilot, and of his hard-bitten grandfather, Old Grat, who ran his pilot station with an iron hand. It is a story filled with sun and sea, the taste of salt spray, the smell of delta mud, the roar of hurricanes, and the inner satisfaction of a hard job well done.

BARNITZ, WIRT. *The Adventures of Tom Tiller.* New York 1: Vantage Press. 1955. 175 pp. \$2.75. Here is an adventure tale in the best Mark Twain tradition—to delight boys young and old. Youngsters will thrill to the realism and swift pace of its

lively plot, and their fathers will feel again stirrings of the joyous spirit they knew in the good young days when life abounded with shining promise.

BENDICK, JEANNE. *Electronics for Young People*. New York 36: Whittlesey House. 1955. 189 pp. \$2.75. Not only is this book an introduction to electronics—what the science is, what electrons are, and how they are harnessed—but also to the giant offspring of electronics, atomic theory and nuclear power. The easy-to-understand language and the more than one hundred illustrations help to show what these forces are doing for us today and what we may reasonably expect of them in the future. Electrons, atoms, and nuclei have a thousand jobs to do in scientific research, in medicine, in industry, and in the ordinary activities of the everyday world. It is interesting to be on speaking terms with them.

BETTS, E. A. *Challenge versus Frustration in Reading*. Haverford, Pa.: Betts Reading Clinic, Publications Dept., 257 W. Montgomery Ave. 1954. 8 pp. 30c. Discusses what a teacher of third-grade pupils did in order to remove frustration and to present a challenge to pupils to learn to read well.

BIGELOW, M. J. *Urdag, The Aleut*. New York 1: Vantage Press. 1955. 175 pp. \$3.50. Greed and hatred, selflessness and love are but a few of the forces that precipitate the dramatic events of this story. The author's Aleutian Islanders and their white enemies are caught in conflicts whose violence seems decreed by the sheer starkness of the rocky, fog-bound isles. Urdag, heir of an Aleutian king, forsakes his adored bride of a day because he feels that he alone can discover the secret that will save his suffering people from extermination by the White Plague. The benighted folk of Udiak are sure he is a dangerously impractical dreamer. In reality, the handsome young Aleut is a man of action whose ability to lead is to grow with the increasingly terrifying challenges of man and nature. When, in the middle years of the eighteenth century, white strangers from the west begin hunting furs on the islands, Urdag sacrifices his personal happiness to promote their cause, convinced that they will bring his people enlightenment and assistance. But the young Aleut's idealistic trust is repaid by a hideous massacre, and the evil perpetrated by the fur hunters is augmented by the fiendish treachery of a dissolute native king.

BLOM, ERIC, compiler. *Dictionary of Music*. New York 10: E. P. Dutton and Co. 1955. 701 pp. \$4.50. This book is a reference manual for all interested in music of the western world. It has been compiled primarily for those with no formal music training and who may not be able to read musical notation. The *Dictionary* is greatly comprehensive in scope. In 701 pages the book contains some 10,000 separate entries all in some way connected with the development of western music. The listings are, of course, arranged alphabetically, and the reader will find here composers, performers, definitions of musical terms and forms, librettists, conductors, innumerable compositions, national anthems of the world, etc. Unique features of this valuable reference are the inclusions of biographical sketches of the great personalities in music history, plus the names of authors (such as Shakespeare, Goethe, Joyce) and their literary works which are the basis of or inspiration for operas, ballets, symphonic poems, songs, etc. For reasons of space no pictures and no musical notations are included, and only the most famous of the instrument makers and music printers and publishers are listed. It should be noted that the names of no living performers will be found in the book unless they happen to be composers beyond their immediate sphere as performers (such as Leonard Bernstein). The *Dictionary* covers a vast range of subject matter with accuracy and thoroughness; compositions which have attained tremendous popularity will be easily found as those of more permanent value.

BRANDWEIN, P. F.; BECK, A. D.; HOLLINGSWORTH, L. G.; and BURGESS, A. E. *You and Science*. New York 17: Harcourt, Brace and Co. 1955. 632 pp. \$2.94 net. This book for ninth-grade pupils has been completely revised in the "Science for Better Living Series." The other two books in the series are *You and Your World* for Grade 7 and *You and Your Inheritance* for Grade 8. The book has been reorganized, new text material has been added in keeping with the advance of science, and new illustrations have been included both as additions and as displacements. Color is also included. Scientific terms (about 500) are italicized, pronounced, and defined within the reading text, reviewed after each chapter, and redefined in the glossary. Numerous experiments are included with the text. At the end of each chapter are listings of activities on "Going Further," "Looking Back," and "Careers in Science." These are also listed in the back of the book. Whole chapters and sections on such recent developments as space travel, atomic energy, jet engines, and color television are presented. The book is supplemented by a *Workbook* by P. E. Blackwood (160 pp., 99c. net), tests (2 forms), and a *Teacher's Manual*. Similar aids also accompany each of the books for Grades 7 and 8.

BRICKHILL, PAUL. *The Dam Busters*. New York 18: Ballantine Books. 1955. 35c, paperbound edition; \$2, hardbound edition. This is the story of Squadron 617 of The Royal Air Force formed early in 1943 to breach the Moehne and Eder Dams in Germany, containing nearly all the water supply for her industrial Ruhr area.

BROWN, F. J., editor. *Approaching Equality of Opportunity in Higher Education*. Washington 6, D. C.: American Council on Education, 1785 Massachusetts Ave., N. W. 1955. 145 pp. \$1.50. This book is a report of a national conference sponsored by the Commission on Equality of Opportunity in Higher Education of the Council held in St. Louis, Missouri, November 15-16, 1954. It contains the following five addresses: The Purpose and Spirit of the Conference by Paul C. Reinert, Current Status of Equality of Opportunity in Higher Education by Algo D. Henderson, New Factors Affecting Equality of Opportunity by John Dale Russell, The Role of the Supreme Court in Equalizing Opportunity in Education by J. Lee Rankin, and College as a Way of Life by Howard E. Wilson. Also included are statements on four issues and summaries of the discussions of these four issues as well as the recommendations made by the conference.

BROWN, H. B. *Highlights of Science*. New York 1: Vantage Press. 1955. 223 pp. \$3.50. Not only does the author trace the development of the sciences from the time of Stone Age Man to the present, but his discussion of physics and astronomy moves from the tiny atom nucleus, which is one-trillionth of a millimeter in diameter, to the vast distances of outer space where the nearest fixed star is 52 trillion miles from the earth. In each chapter, whether the subject is chemistry or geology or agriculture, the innumerable wonders of the natural world are placed against the background of man's heroic struggle to master that world. The author reveals what science has achieved for man, and what it may yet hope to accomplish. In a final chapter, he sums up the conflict between science and religion, shows what each may gain from the other, and explains how they might be reconciled.

CASNER, M. B., and GABRIEL, R. B. *The Story of American Democracy*, third edition. New York 17: Harcourt, Brace and Co. 1955. 736 pp. \$2.97 net. This revised edition for Grades 7 and 8 incorporates important changes in content, organization, and format. The book begins with a new 32-page pictorial introduction, entitled "This America," a dramatic over-view of the book, featuring full-color reference maps and pictures with a running text by Carl Sandburg—all designed to catch and hold pupil interest in the early days of the school year. The book concludes with another 24-page pictorial section entitled "You Are America," summarizing the pupil's role in the future of America. As an additional aid for pupils to understand the principles and

ideas set forth in the book, spot drawings and commentary are interspersed throughout. Two pages are devoted to presenting special hints for reading the Declaration of Independence and the Constitution. The book is organized into 34 chapters grouped into ten larger units. Each chapter and unit contains study helps for the class. Unit 10 presents a factual and definitive comparison of American democracy and Russian communism. The last 38 pages of the text form a reference section, including charts and an index. To supplement the text, there are tests and a *Teacher's Manual* (96 pp.).

CAUDILL, REBECCA. *Susan Cornish*. New York 17: The Viking Press. 1955. 286 pp. \$2.75. Susan Cornish began her career as a teacher in as unfavorable circumstances as could well be imagined. Very young—she was only eighteen—and with no proper training, she was assigned to a one-room school in a small, neglected, southern community, where the struggle to make a living from worn-out soil had reduced the people to a condition of chronic discouragement. But Susan was well equipped by nature to tackle her difficult job. She had the qualities of a real teacher and a burning faith in the right of all human beings to liberty and the pursuit of happiness. Almost from the beginning of her work at Pickwick Mill she realized that nothing of permanent value could be done for the children until their families could be helped to reclaim these rights for themselves. Susan's growth into her work and into herself is traced through her relationship with the people whose confidence she had to earn. Among her pupils were Raven, starved for affection and beauty, whose grandmother called her "bad"; Tip Jernigan, with a keen, inquiring mind, whose uncle resented his going to school; Cindy, eager to learn but held back by her family's destitution. Then there were all the grown people, many of them in the grip of a ruinous system of share-cropping, and all of them with individual problems of poverty, illness, or ignorance. At the end of two years, Susan was able to measure the success of her efforts by two substantial facts. At a serious crisis in her career, when she came into conflict with political interests in the county, the whole community rallied to her support. And what was even more important, the people of Pickwick Mill were beginning to live again with the courage and zest of their forefathers.

Choosing Free Materials for Use in the Schools. Washington 6, D. C.: American Assn. of School Administrators, 1201 Sixteenth St., N. W. 1955. 24 pp. \$1. Facing the schools is the problem of wise selection and use of the rising flood of free materials. Much of it is good, in some cases excellent. Some of it is mediocre. Some may even be highly damaging to children's minds. In this pamphlet an effort is made to offer assistance to school administrators and their teachers in developing sound and workable methods of handling the problem. It is intended as a practical guide, to be used in the development of policies and procedures that (1) will assure maximum benefits from the use of free and inexpensive materials, and (2) will set up safeguards against the schools becoming the agents of those who seek to warp the minds of our children to their own selfish ends. This pamphlet is based on a manuscript prepared by Lanore A. Netzer, Professor of Education, Wisconsin State College, Milwaukee, Wisconsin. Also more than 50 superintendents, supervisors, classroom teachers, professors of education, principals, and members of education association staffs read critically tentative drafts of the material.

CHUTE, MARCHETTE. *The Innocent Wayfaring*. New York 10: E. P. Dutton and Co. 1943. 212 pp. \$2.75. Something quite different in the way of an historical story, for this novel of two young people and their mid-summer travels in fourteenth-century England seems not to be set in the past at all. There is laughter and romance and adventure, and Anne's ways of getting around the unsuspecting Nick seem as modern as today. The author says that stories of this period are almost always too heavy and

solemn—for it was the period of England's great comic poet, Chaucer. That is why Anne and Nick take their way through pages that are filled with amusing situations and lively conversations. The author has added, as decoration, entertaining chapter heads and tail pieces in the style of the period.

CLARK, ELECTA. *The Dagger, the Fish, and Casey McKee*. New York 17: David McKay Co. 1955. 224 pp. 1955. \$2.75. Dialogue and humor are the chief characteristics of this mystery story. The excitement keeps young Casey McKee on his toes from the moment he discovers a strange message in the bird bath on his Uncle Bounce's estate to the moment he helps turn a gang of smugglers over to pop-eyed Sheriff Crabtree. Casey's rich Uncle Bounce was a traveler by profession. He roamed the world over in search of rare and priceless objects for museums and animals for zoos. When the story opens, Uncle Bounce has just returned from a long trip to India and has invited Casey to spend the summer with him. Casey never dreamed that no sooner would he pack his suitcase than he would become involved in the baffling events that were setting Uncle Bounce's well-ordered household on its ear. There are midnight raids on the house. Not the valuable, but the most useless articles are stolen. Carefully locked doors and windows are discovered standing open. And everyone in the world seems to be after an innocent-looking little enameled box that Uncle Bounce brought back from India.

CRUZAN, R. M. *Practical Parliamentary Procedure*. Bloomington, Ill.: McKnight and McKnight. 1953. 219 pp. \$2.50. This book is the result of many years of experience—as a teacher, as a parliamentarian, as a newspaper columnist on parliamentary law, and as an active club member and officer. First prepared in mimeograph form, it was tested and revised in use before its original publication in 1947. This new edition embodies further refinement in presentation and explanation. It is, of course, a usable reference tool for club members, club officers, and parliamentarians. It is much more than a reference book, though. It provides an analysis of the "why" of the various procedures. It is so organized that it may be read and studied easily. A thorough reading gives one an overall grasp of the principles and fundamentals of parliamentary law—and it may be read as a book, not as a dictionary or encyclopedia. Of outstanding value are the suggested forms for minutes, tally sheets, treasurer's report, by-laws, constitution, initiation services, auditor's report, etc. Equally useful are the word-for-word presentations of various motions in use, which appear immediately following the discussion of those motions.

DARRELL, R. D. *Good Listening*. New York 22: New American Library of World Literature. 1955. 216 pp. 50c. This guide to the world's best music is a simple authoritative book for everyone interested in music appreciation and record reflecting. The author, beginning with the best-known compositions, encourages the individual to cultivate his own tastes. He shows how to approach and understand music of all kinds, whether it be choral, instrumental, religious, the ballet, or opera. Through a survey of the history of music and the development of the different forms, he provides the background needed to become a discriminating listener. Also included is a listing of the best recordings of the many compositions. A Mentor book.

DIGGINS, R. V., and BUNDY, C. E. *Dairy Production*. New York 11: Prentice-Hall. 1955. 352 pp. \$5.35 trade, \$4 text. This book describes every aspect of milk production from choosing, caring for, and feeding the herd, to marketing dairy products and the showing of dairy cattle. Only information essential to practical dairy production is presented in fourteen chapters, each of which deals specifically with one phase of dairy farming. All the chapters contain new material gathered from the many state dairy experiment stations and the Bureau of Dairy Industry in Washington, D. C., as well as other sources of information important to dairying successfully. One chapter, for example, deals entirely with the findings of the National Research Council concerning the im-

portant but seldom discussed relation of dairy products to human nutrition. Here the consumption of dairy products and the nutritive value of milk and milk products is discussed for the benefit of the producer. There are presented complete details on the loose housing of dairy cattle, bulk handling of milk, and the latest market information; also the newest developments in the feeding of dairy cows, the use of antibiotics in feeding calves, and the production of quality dairy products. There is a description of the new detergent butterfat test, the tests being made in the crossing of dairy breeds, the results of experiments in the crossing of Red Sindhi cattle with dairy breeds, and the most modern developments in artificial insemination. The book brings you diagrams of the stomach and digestive tracts of dairy cattle, plans of dairy barns and dairy parlors, and 205 carefully selected photographs taken in states throughout the country. The photographs on the selection of foundation animals for building a herd are the best sequence to be found in any book on dairying.

DUNCAN, DAVID. *Beyond Eden*. New York 18: Ballantine Books. 1955. 170 pp. 35c, paperbound edition; \$2, hardbound edition. This is a science-fiction novel of man's ultimate discovery—the source of life itself. A Ballantine book.

EDGELL, D. P. *William Ellery Channing*. Boston 8: Beacon Press. 1955. 280 pp. \$4. Using new materials and sources, the author has searched manuscript collections in many places to achieve a sharper perspective on the great 19th-century, pre-Civil War leader who, at his death, was one of the most famous Americans of his day. Even Charles Dickens, who found few American things to his taste, had to admit great "admiration and respect for his high abilities and character."

FORCE, E. S. *Your Family: Today and Tomorrow*. New York 17: Harcourt, Brace, and Co. 1955. 312 pp. This book has been written out of the experiences of the author and the hundreds of high-school boys and girls under her skillful guidance who had the opportunity to think seriously about what the family is and what it means. Simply stated, this book will stimulate high-school boys and girls to consider thoughtfully some of the matters that are important to them now and that will be important to them later; thus, helping them to act with more wisdom than they might have done otherwise. The book is based on a course which she presents to the boys and girls of Toms River (New Jersey) High School. It is to these pupils who have explored with her the rich possibilities of family living that she affectionately dedicates the book.

The book is composed of six units—Homes in General and Yours in Particular, Looking Toward Marriage, Object Matrimony, Inside the Family Circle, Practical Problems, and Outside the Family Circle. It is illustrated with pictures that are related to the text and that are appealing to teenagers. It is written in a style that is not only readily understandable by the high-school pupils but also of appeal to them. This book will provide the basis for an excellent course in family living and for those schools just introducing a ready-made pattern for the course.

Handbook for Maryland Teachers. Baltimore 2: Md. State Teachers Assn., 5 East Read St. 1954. 48 pp. This book discusses the state teachers' association and the rights and obligations of teachers in Maryland. It includes salary schedules for each county, retirement benefits, sick leave and leave of absence provisions, teacher certification, etc.

HOLDEN, RAYMOND. *Famous Scientific Expeditions*. New York 22: Random House. 1955. 150 pp. \$2.75. In this book, the author gives dramatic accounts of five explorations that opened doors to new corners of knowledge. Two of the stories are built around the adventures of men who turned back the pages of history and brought the past to life. Howard Carter's search for the tomb of the Pharaoh, Tut-Ankh-Amen, was an effort to discover how the Egyptians lived thirty centuries ago. A story of a vastly different adventure about the Burden expedition to a primitive Pacific island to hunt

the "dragons" of fairy tales. It had just been learned that the fantastic beasts, which supposedly had died out millions of years before, were still living on Komodo Island! Two of the adventures were danger-filled expeditions to extreme heights and depths of the earth. The conquest of Mt. McKinley by Dr. Hudson Stuck and his party opened a new era in mountain climbing. And when William Beebe and Otis Barton climbed into their bathysphere and plunged into the ocean, they became the first men to witness the lives of creatures that dwell below the surface of the sea. In the last story we meet a man of extraordinary courage—an Arctic explorer. Vilhjalmur Stefansson was determined to open the way to Arctic travel—if only he could find ways to cope with the Arctic's mischievous tricks.

HUTCHINS, C. D.; MUNSE, A. R.; and BOOHER, E. D. *Federal Funds for Education*. Washington 25, D. C.: Supt. of Documents, 1954. 140 pp. 45c. This bulletin summarizes Federal expenditure for the school years 1952-53 and 1953-54 for education and training, and presents the figures along with descriptions of educational services financed in whole or in part by the Federal government. Reports are included for all Federal educational projects for which the information was readily available. Several are described even though the Federal offices were not able to supply separate expenditure figures. About one fifth of the Federal programs in education are presented. Some of the data were assembled from official reports of the Federal departments and agencies. Others were obtained through correspondence with officials responsible for the administration of the various Federal appropriations for education. Statements about Federal funds expended for education are arranged and grouped in this bulletin according to the Federal agencies that administer the programs.

HYDE, M. O. *Atoms Today and Tomorrow*. New York 36: Whittlesey House, 1955. 144 pp. \$2.50. Today atomic energy is making valuable contributions in the fields of medicine, agriculture, transportation, and industry. Tomorrow it may heat and light our homes, run our cars, and help us in many exciting ways. It can continue to be our servant or it can destroy the world. President Eisenhower's Atoms for Peace Program pledges us to find the way by which atomic energy shall be used constructively. The author gives us a clear, up-to-the-minute picture of how atomic power can be directed for good. She demonstrates what atomic energy is and how it is being used today and what may be expected in the reasonably near future.

JENNY, J. H. *Introduction to Recreation Education*. Philadelphia 5: W. B. Saunders Co., 1955. 324 pp. \$4.50. The role of recreation and recreation leaders is to recognize the need for worthy leisure pursuits and to supply the facilities and leadership to satisfy that need. The leadership and the program must be dynamic. Recreation must be ever changing and willing to be changed. No stereotyped program which runs on a railroad timetable can be expected to satisfy the needs of man's leisure time in an ever-changing social world. Man's recreational needs for tomorrow cannot always be ministered to by today's prescription. Recreation leadership must be alert to recognize change and willing to adjust to meet the needs so that man can live a balanced life in an ever-changing environment.

This book is intended for the beginning student in recreation. It should also be of help to administrators and supervisors in developing their program of in-service training and to others as a basic text in recreation centers and college. The book presents a historical background of recreation as well as a discussion of the nature and function of play, leisure, and recreation. The activity areas generally included in programs of recreation are discussed as well as methods and ideas on how to do and lead some specific activities. The need for well-trained personnel, the construction of training programs, the need for evaluation, and other present-day problems of recreation are also included in the

discussion. The author does not attempt to set up an "ideal" program; rather, he attempts to enable those interested in recreation to learn more about it and those in the work to understand the need for promoting a recreation program for all.

Recreation in its nature is closely related to the mental hygiene approach to living, and its function lies in recognizing the need for such an approach and then satisfying that need. Recreation must be prompt to recognize men's need for its services when these same individuals are not likely to recognize the need and satisfy it themselves. Recreation must not only supply the general public with the worthy leisure-time activities it wants, but must be prone to supply the public with what is needed but not recognized as a need. This approach requires skill and diplomacy and the patience of Job.

JORDAN, E. L. *Hammond's Pictorial Travel Atlas of Scenic America*. Maplewood, N. J.: C. S. Hammond and Co. 1955. 256 pp. \$10. Where can one find waterfalls 11 times the height of Niagara Falls? or in which city can one watch elk quietly grazing along the side streets? The answer to these and hundreds of other questions are in a new travel book intended for vacationists as well as for reference users. Including some 100 most "see-worthy travel spots in America," with a sightseeing gazetteer of the United States and Canada, plus a series of general maps, notes and tables on highway, railroad, bus and air travel, the new atlas is based on latest information from official and private sources. It is illustrated with 220 color photographs, large scale colored sectional maps, and 90 close-up maps in colors.

Here are some questions and answers from the book: Where is the world's "horse heaven," with lush pastures, groves of shade trees, and air-conditioned stables? (In Kentucky's bluegrass country.) Which American sights are best-known to the world at large? (The skyline of New York and the Grand Canyon.) Which city is considered the continent's most "English" town in atmosphere and customs? (Victoria, B. C.) From where can the highest mountain and the deepest valley in the U. S. be seen simultaneously on a clear day? (From Dante's View, Death Valley.)

Key to Careers in the Retail Automotive Business. Detroit 2: General Motors Corp., 3044 W. Grand Blvd. 1955. 36 pp. Free. This booklet was produced as a further step in the career field and an effort on the part of General Motors to advise young people of the opportunities in the retail automotive business. Last April General Motors made available to its dealers materials to be used in making presentations outlining the opportunities in the retail automotive business to high-school groups and at career days. This was called a Career Kit and consisted of a 20-minute, 16mm; sound, motion-slide film in color and titled "Opportunities in the Retail Automotive Business," a guide for high-school vocational counselors outlining job assignments and opportunities in the retail automotive business, and for young people a 16-page color picture narrative book which reflected much of the story of the 16mm. film. Local General Motors dealers will be very happy to make the career kit materials available and assist at career day presentations. Contact your local dealers as your needs are apparent.

KREPPS, R. W. *Tell It on the Drums*. New York 11: Macmillan Co. 1955. 256 pp. \$3. This novel is laid in South Africa in 1833. Four men steal a fortune in diamonds and flee upcountry from Kimberley, taking with them an innocent but involved young American, Barney. At Pretoria they split up. The organizer of the robbery, a giant of a man named Adam, remains in Pretoria with Edgar, the ineffectual little Englishman; Denis, the Cockney thief, and Coenraad, the wild young Boer, travel to the country of King Lobengula; Barney joins up with a white hunter and his daughter. Each of these men is searching for something, and each finds it, though not in the form he expected. Edgar longs for respectability; Denis for wealth; Coenraad for women; Barney

for a purpose in life; and Adam for a dream of glory he very nearly achieves but never recognizes.

KUBIE, N. B. *King Solomon's Navy*. New York 16: Harper and Brothers. 1954. 181 pp. \$2.50. This is the tale of a boy on a ship, which, in the words of the Bible, sailed to mysterious Ophir for "gold, silver, ivory, and apes and peacocks." Jared, a shepherd lad, had no wish to go with king Solomon's Navy, but it the only way he could escape from the slavery into which he had been kidnapped. Jared was small for his age and knew nothing of ship's ways; Merbal, the shipmaster, did not want him aboard. But Jared stubbornly stuck it out. When he was lonely or frightened he cheered himself by playing on his shepherd's pipe or singing a Psalm of King David's. He had many adventures, some of which almost cost him his life. He suffered heat, hunger and thirst, survived storms and near shipwreck, learned about seamanship and courage. He learned most of all through the friendship of Eben, the Tyrian helmsman. He visited the spice-markets of Arabia, the gold mines and jungles of Africa, and the court of the fabulous Queen of Sheba. Merbal's ambitions led to violence, in which Jared played a man's part. By the end of the voyage, he had grown not only in stature but also in maturity, and he was richly rewarded.

KUGELMASS, J. A. *Roald Amundsen*. New York 18: Julian Messner. 1955. 191 pp. \$3. From start to finish Amundsen's life was one of adventure and hazard and struggle, for he had a dream—from the time he was a small boy he wanted to become an Arctic explorer—and he lived to realize that dream. He was the first man to explore both the North Pole and the South Pole and was the only man to navigate the Northwest Passage by sailing across the top of the world from ocean to ocean. To satisfy his mother's ambition for him, he studied medicine at the University of Oslo. When she died he entered military service and, unlike most men, he relished the rigorous physical training as a important step towards the realization of his dream. His first big adventure came in 1897 when he signed as first mate with the Belgian Antarctic Expedition heading for the South Magnetic Pole. Here he learned what it was like to be on the brink of death every minute of the unexpected temperature changes, crashing icebergs, and a sea of floating ice that closed around the ship and held her fast for months. But the most important lesson was an understanding of men's emotions under strain and the necessity for strict discipline and physical chores to keep them from losing their minds.

LEYSON, B. W. *Marvels of Industrial Science*. New York 10: E. P. Dutton and Co. 1955. 189 pp. \$3.50 Amazing new products and processes developed by American industrial science have affected our daily living to a far greater extent than most of us realize. Luxurious synthetic fabrics adapted to a wide range of special purposes, beautiful plastic articles at low cost, shatterproof and heat-resistant glass, revolutionary new building materials, new sources of power—these and many other ingenious developments add greatly to the pleasure, comfort, and safety of modern living. This book explains in simple, non-technical language a number of the most important and fascinating of these developments—their discovering, their manufacture by modern industrial methods, and their uses. Besides describing the scientific principles involved in these fabulous new creations of American industry, this book explains their practical applications in many different fields. The author relates, too, the dramatic stories of pioneers of industrial science whose ingenuity and perseverance have given mankind such priceless benefits.

LOVRIEN, MARION; POTELL, HERBERT; and BOSTWICK, PRUDENCE. *Adventures in Living*. New York 17: Harcourt, Brace and Co. 1955. 638 pp. \$2.82 net. This literature book has been prepared for tenth-grade pupils. It has been prepared to appeal to "reluctant readers by presenting good literature that the non-academic pupil will understand and enjoy and that contains ideas, values, and experiences which

relate meaningfully to their lives." The selections are grouped into eight units, such as Families, Careers, Action and Romance, Man and Science, with a variety of literary types in each unit; short stories, poems, essays, biographical sketches, and plays. Authors are also well represented. Five plays are presented for emphasis and drama. Pre-reading hints in the introduction and follow-up questions as suggested study activities, numerous word-study exercises to develop vocabulary sight systems of pronunciation in footnotes and glossary, a separate *Reading Improvement Workbook* (160 pp.), a *Teacher's Manual*, a glossary of terms with pronunciation aids, an index by types of literature and an index of authors and titles supplement the program in the text. Color illustrations, black and white drawings, photographs, unfinished stories, and job case histories also form a part of the texts as means for increasing and capturing pupil interest. The *Teacher's Manual* will not be available before early fall.

MACDONALD, Z. K. *Rosemary Wins Her Cap*. New York 18: Julian Messner, 1955. 192 pp. \$2.75. Against the background of a busy hospital, the author tells a story of heartbreak and triumph that brings into focus the exciting elements of medical research, nurses' problems, doctors' attitudes, administrative policy, and the challenge of nursing itself. When polio strikes, Meadowlands Hospital is well equipped to handle the emergency. Modern methods are used for the rehabilitation of its patients, and there is a wonderful spirit of co-operation and selflessness among the members of the staff who try not to inject their personal problems into their nursing routines. There is Rosemary Pendleton, probationer, whom everyone likes but who will not invite confidences; Corrine Burnette, who keeps constantly busy so that she will not think about her doctor-husband who is reported lost in the jungles of South America; Ollie Wentzell, who entertains the children with amusing stories, but whose mind is never far away from her laboratory where Dr. Burnette's secret formula is locked in the wall safe; Dr. Penhallow, whom the children adore, but who seems short-tempered with the nurses. Natasha Owens knows how to direct a big hospital and keep everything running smoothly, but she worries about her staff—Rosemary, in particular, who seems to be carrying a big burden.

MAGER, N. H. and S. K., editors. *The Office Encyclopedia*. New York 20: Pocket Books, 630 Fifth Ave. 1955. 512 pp. 50c. This pocket book, with its hundreds of illustrations, presents accepted procedures and customs in business. Here are tips on every phase of office practice from changing a typewriter ribbon to the insurance a business organization should carry. Included are helps on grammar, punctuation, book-keeping, spelling, and hundreds of other aids.

MARCUS, ABRAHAM, and GENDLER, S. E. *Elements of Television Servicing*. New York 11: Prentice-Hall. 1955. 607 pp. \$7.35 trade, \$5.50 text. No matter how advanced the design of television sets becomes, there will always exist the faulty operation of individual sets, whether it is because of poor installation, inadequate adjustment, defective tubes, or merely the wearing out of parts. It is the primary function of this book to help you, as a television repair man or set owner, analyze these defects and correct them as quickly as possible. This book differs from all other attempts to bring you the methods and techniques of television servicing. First, it brings you the best possible combination of television theory and maintenance practice available in the field today, through the talents of an expert teacher of theory and a master trouble shooter. Second, it features complete data—theory and servicing procedures—for the newest color television receivers, the only book that does so. It contains exclusive maintenance information for the RCA 21-inch color TV receiver and the CBS Columbia model 205 color TV receiver.

The 290 graphic illustrations spread generously throughout the book include 34 photographs of which 12 are in full color demonstrating particular defects in color TV.

In addition, there are 91 test patterns and practical circuit diagrams consisting of the most recent black and white and color television receivers. These diagrams demonstrate the practical application of television theory to the sets produced by leading manufacturers, and give the latest advances in color TV design. This book shows you how to analyze all the problems presented by faulty TV sets and shows the correct procedure to follow in servicing them. It helps you to obtain a greater insight into servicing methods by explaining *why* certain procedures are followed instead of others, and is a complete guide to the general procedures and techniques employed throughout the television servicing industry.

MAROGER, DOMINIQUE, editor. *The Memoirs of Catherine the Great*. New York 11: Macmillan Co. 1955. 400 pp. \$5. Here in her memoirs—"some of the frankest of royal revelations"—this great and famous woman ruler tells of the first thirty years of life, the dramatic years spent in cautious intrigue and patient preparation for her memorable role as Empress of all the Russias. Begun nine years after her accession, this is the apologia for her course of action leading to the *coup d'état* of 1762 and the deposition of her husband. Her account contains the intimate revelations of a woman of astonishing complexity; a woman whose ruthless schemes for power were motivated by an altruistic dream for Russian world leadership; a woman intellectually conscious of the nature of her moral lapses, yet emotionally incapable of resisting temptation. As Catherine shows, often with great pathos, her experiences at the Imperial Court gave her ample reasons for maintaining the attitude of cautious self-withdrawal she had learned as a shy and lonely child. Even as she came to realize the full significance of the tremendous opportunities before her, she was acutely aware of the obstacles to her plans. Her position was tenuous: married in name only to a man she depicts as a childish philanderer, unsure of the regards of the ignorant Empress Elizabeth, threatened with disgrace through the stupid licentiousness of her own mother. Yet the young princess, gifted with phenomenal powers of observation, was quick to learn the subtle moves of hypocrisy and deceit and seized every opportunity in the deadly game of palace intrigue. It was indeed a world in which only the master politician that Catherine proved to be could survive.

Throughout these pages shine the keen wit and perceptiveness of a woman of great charm, strangely endearing in spite of her egregious frailties. Whatever her object, the value of these memoirs, both as a historical document and as a revelation of personality, is beyond dispute. It is one of the world's great private lives. The first and last intellectual to occupy the Russian throne, she combined the brain of a philosopher, the will of an autocrat, and the frailties of an oversexed woman. Of no human being could it be said with greater truth that she warmed both hands before the fire of life. In these vivid pages we watch a consummate actress waiting eagerly in the wings for her call to the footlights. With the exception of Old Fritz she is the most arresting and colorful figure on the stage of eighteenth-century Europe, and her memoirs are almost as frank as those of Rousseau and Cassanova. Here are the secrets—some of the secrets—of a woman's heart.—From the Foreword.

New World Writing No. 7. New York 22: New American Library of World Literature. 1955. 256 pp. 50c. This is a collection of 36 writings by the same number of authors including 10 British and five Brazilian poets. It includes poetry, drama, criticism, and fiction. A Mentor book.

Occupational Brief Series published by B'nai B'rith Vocational Service Bureau, 1761 R St., N. W., Washington 9, D. C., in 1955 at 20 cents each (8 pages):

RUTZICK, M. A. *Career as Plastering Contractor*.

SHOSTECK, ROBERT. *Careers in Property Management*.

WOLOZIN, RUTH. *Careers in Teaching.*

Each of these briefs provides up-to-date information on the following topics of importance in career planning: importance, size and history of the occupation; outlook; nature of work; personal and educational qualifications; entry and advancement in the occupation; earnings and working conditions; sources of employment, and sources of further information.

RICE, RALPH. *Aero Mechanic's Questionnaire*, third edition. Los Angeles 26: Aero Publishers, 2162 Sunset Blvd. 1955. 208 pp. \$5. This book of practical questions and answers for air-frame and power-plant mechanics has been brought up-to-date by including the latest aircraft and engine information. It contains more than 2,000 multiple-choice type questions. Probably the most valuable feature of the book is that explanatory notes and references are given for each correct answer. Subjects covered are: civil air regulations, power plants, propellers, lubrication, carburetion, electricity for the power-plant mechanic, electricity for the air-frame mechanic, rigging and assembly, weight and balance, woodwork, fabric and doping, hydraulics, sheet metal and welding.

RIVLIN, H. N. *Improve Your Learning Ability*. Chicago 10: Science Research Associates, 57 W. Grand Ave. 1955. 48 pp. 50c. Teenagers who want to do a better job of learning—in school and out—will find many helpful ideas in this book. Beginning with general scientific facts about learning, it shows young people how they can apply these facts to their everyday lives to improve their learning techniques. Practical suggestions show how they can fully utilize their abilities for learning. The chapter, "And Don't Forget," points out why people "forget" and suggests ways in which teenagers can learn to remember more easily. The book attempts to answer such questions as "What actually happens when I learn something?" and "How do you explain learning in the first place?" Equipped with the basic scientific facts of learning and helpful examples, teenagers are more able to improve their learning ability.

ROEBER, E. C.; SMITH, G. E.; and ERICKSON, C. E. *Organization and Administration of Guidance Services*. New York 36: McGraw-Hill Book Co. 1955. 304 pp. \$4.75. This book is a guide to the school guidance program for counselors, teachers, and administrators. It may be used either in instituting such a program or in evaluating and improving present guidance services. This is no mere philosophical discussion of counseling and guidance but a detailed and informative analysis of the purposes, problems, and personnel of the guidance program.

The authors discuss selection criteria, training, and certification of guidance workers. They outline a master plan for initiating guidance services, with administrative procedures for implementing the master plan. Suitable facilities and equipment for the counselor as well as the proper utilization of the counseling service by the student are among the topics treated in connection with the chapters on organization. Methods of developing and maintaining complete records on students and compiling adequate information files are discussed. The book also covers the facilities, the personnel, and the budget of the program in relation to the above-mentioned principles and methods.

Finally, suggestions for the evaluation of the program are presented. Modern guidance concepts and current practices are incorporated throughout. Extensive, annotated reading reference lists at the end of each chapter represent the best writing on the subject in the periodical literature.

SCHOOR, GENE. *The Stan Musial Story*. New York 18: Julian Messner. 1955. 192 pp. \$2.75. Stan Musial holds more records than any other man playing baseball today. He was the batting champion of the National League for six years, and scored a hundred or more runs in eight consecutive seasons. He has played in every All Star game since 1943, with the single exception of his year of service in the Armed Forces. Son of

an immigrant steel worker, Stanley Frank Musial rose to Hall of Fame stature with one of the mightiest bats in baseball history. Starting his athletic career with the Donora High School Dragons in a small Pennsylvania mill town, Stan skyrocketed to the top as a high-school basketball and baseball star. He started out as a pitcher and in his first game struck out eighteen batters. At the age of fifteen he had made up his mind to be a big league pitcher and turned down many college athletic scholarships. Signed to a professional contract with the Williamson team of the Mountain States League, Musial made steady progress and in 1940 at the age of twenty he attracted the big league scouts by winning eighteen games with the Daytona Beach team. A painful shoulder injury almost wrecked Stan's big league career. He was finished as a pitcher and was ready to quit baseball when his slugging prowess caught the sharp eyes of the St. Louis Cardinals President, Branch Rickey. Rickey signed the Donora youngster to a contract and within a year Musial was hammering at the door of baseball glory. From the beginning Stan Musial sparked the sensational St. Louis Cardinals team, leading them to four National League pennants and three World Championships.

SHIPPEN, K. B. *Men, Microscopes, and Living Things*. New York 17: Viking Press. 1955. 192 pp. \$3. Primitive man dominated the living things around him, but he did not understand them, nor did he recognize any connection between him and them. As time passed, however, gifted men of different races took animals and plants as models for designs in painting and weaving. Thus, in an old Egyptian papyrus, ducks may be seen swimming among the reeds at the edge of the Nile. It is said that the Greeks, with their boundless curiosity and zest for living, were the first to become interested scientifically in living things. Since then, men have devoted their entire lives to unveiling the mystery of life. Such a man was Aristotle, who, over two thousand years ago, studied the breeding habits of the catfish at the stern of a small boat off the coast of Lesbos. Charles Darwin was another: his father feared that he would become "nothing but an idle sportsman," but in 1859, he published his famous book *The Origin of the Species*. In it, he had worked out the theory of organic evolution. From the grandstand of this book, the lives and works of the great biologists pass in review before the reader. And when the parade is over, he learns that we are still at the beginning of understanding, that there are many things in the living world that cannot yet be explained.

SMITH, R. R., and LANKFORD, F. G., JR. *Algebra Two*. Yonkers-on-Hudson, N. Y.: World Book Co. 1955. 512 pp. \$3. This new second-year course is a companion volume to the authors' recent *Algebra One*. In their preface they state that this book is designed to meet the needs of two different groups of students: those preparing for college or professional courses that require more advanced techniques than can be developed in a first course in algebra, and those who are pursuing more advanced study because they have shown ability in mathematics and enjoy the subject. The book should give the student both understanding of principles and command of skills. New concepts are developed by inductive approaches, and drill material is provided for mastery of techniques.

To bridge the gap between first-year algebra and the second course, short inventory tests at the beginning of early chapters enable each student to appraise his need for re-learning and then proceed at his own pace through the indicated review of fundamental operations. Maintenance and review of new understandings and skills are provided by progress tests covering each chapter, cumulative reviews throughout the second half of the book, and a special section at the end for review of arithmetic and geometry skills.

A feature of the book that should particularly interest teachers is the attention given to the solution of problems. The variety of the problems provided should help develop ability to analyze quantitative situations, to express relationships in algebraic

language, and finally to solve the resulting equations. A general method of problem solving, based on an arithmetic approach followed by a parallel algebraic solution, should be particularly helpful in making clear the function of algebraic symbolism. This book should give the mathematically minded student the basic preparation needed for successful work in more advanced mathematics.

SNOW, C. J. *Over the Edge of the World*. New York 1: Vantage Press. 1955. 175 pp. \$3. Against a background of piracy, wild adventure, and the cruel elements of the Northern seas, the author has set a story ranging the width of the Atlantic from the bleak cliffs of Norway to the rich woodlands of America. This epic tale recounts thefeat of those strong seafaring men, Eric the Red and Leif the Lucky, his son, first Europeans to set foot upon Greenland—and America.

SPECKING, INEZ. *A Shakespeare for Children*. New York 1: Vantage Press. 1954. 107 pp. \$2.50. Such complex plots as those of *The Comedy of Errors* and *Much Ado About Nothing* are here reduced to their simplest terms to give the young reader a clear understanding of events. The tragedies: *Hamlet*, *Romeo and Juliet*, *King Lear*, *Othello*, *Macbeth*, receive equally understanding treatment, remaining stark, moving, poetic, yet thoroughly intelligible to today's youngsters. *Twelfth Night*, *As You Like It*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *The Winter's Tale*, and *The Tempest* complete the list of plays contained in this volume.

Summaries of Studies in Agricultural Education. Washington 25, D. C.: Supt. of Documents. 1955. 108 pp. 35c. This bibliography in agricultural education with classified subject index includes annotations of 228 studies completed in the field of vocational education in agriculture. Thirty-four of the studies were research projects conducted by professional workers on the supervisory or teacher education staffs in the several states. Twenty-nine of the summaries represent doctoral dissertations. Sixty-six were research problems, other than theses, completed in graduate programs of study. The remaining 99 were theses written and presented in partial fulfillment of the requirements for M.S., M.Ed., or M.A. degrees.

TAYLOR, ALICE. *Iran*. New York 11: Holiday House. 1955. 32 pp. \$1.75. This is the story of Persia, now called Iran, from ancient time emerging from poverty without having lost any of her love of art, poetry, and gardens. This book, prepared for young readers or the very slow older pupils, tells an interesting story about this influential country. Cultural, economic, and political factors, as well as geography and history, are used to bring into proper focus the present and the future of Iran.

THORPE, L. P. *Child Psychology and Development*, second edition. New York 10: Ronald Press Co. 1955. 715 pp. \$6. This is a textbook for the undergraduate course in child psychology or growth and development of the child, whether it is taught in the department of psychology or in the department or school of education or home economics. It presents the essential concepts, findings, and interpretations upon which an objectively derived child psychology must be based.

Using a broad eclectic approach, this volume emphasizes personal and social adjustments of the child at increasingly higher levels of development. It reviews recent findings and interpretations of physical, mental and psychological growth, with special attention to environmental influences of the home, school, and community. Stress is placed on children's interests, play, and social activities. Selected quantitative materials and theoretical concepts dealing with such topics as emotion, intelligence, so-called instincts, dynamic needs, personality traits, and the like are included to provide background and review.

Recent developments in child psychology have called for the inclusion of topics which were not offered in the previous edition of this book. Thus complete chapters

have been devoted to psychosexual development, school and the learning process, and the characteristics of exceptional children. Other chapters have been combined in such a way as to be more concise and selective in their presentation. The original chapters dealing with intelligence and the nature-nurture issues, as well as those devoted to the development of language and of understanding, have been united in single chapters. Throughout, pertinent recent studies from social psychology and cultural anthropology have been related to the discussion.

WANN, MARIE DI MARIO. *Dependent Baggage, Destination Germany.* New York 11: Macmillan Co. 1955. 256 pp. \$3.50. When the author embarked for Germany, Army transport officials stamped her luggage *dependent baggage*. For an American housewife it was a significant classification. The war was over, Germany, defeated and battered, was being occupied by a variety of victors—notably the Russians who weren't making the cold war any colder. The author's husband, civilian director of education and cultural affairs in the province of Hesse, hinted imaginatively at the possible glories of life in a Castle-on-the-Rhine and urged her to join him. To do it she had to find her way through the tangled maze of national and international bureaucracy, as well as across a heaving ocean; but Harry's welcome in Wiesbaden was worth it. There the dream of a castle faded quickly. After the Palast Hotel the Wanns settled gladly for space in an occupation billet. Thus transplanted to the soil of a former enemy, Mrs. Wann found housekeeping full of new sensations. Breakfast-for-two became a challenge. Provided there was fire, the army-sized skillet, built for regimental purposes, was spacious enough to fry a dozen eggs simultaneously without risk of merger. The myth of German mechanical genius collapsed with the plumbing. And there was the continual interplay between Germans and Americans, not to mention occupation personnel. Here were not the problems of a visiting tourist but those of around-the-clock and around-the-calendar living. She describes them with zest and humor, and makes the reader understand what it was like for an average American to try to lead a normal life under abnormal conditions in the midst of a recently defeated foe. To share her experience is immensely entertaining, for her account is as fresh and amusing as it is enlightening.

WATSON, SALLY. *Mistress Malapert.* New York 17: Henry Holt and Co. 1955. 224 pp. \$2.75. To impish, headstrong, redhead, thirteen-year-old Valerie Leigh, there was no need to *do* anything with her. But if her family insisted on sending her to live with her stern Uncle Gilbert and Aunt Frances while her parents were abroad on a diplomatic mission for Queen Elizabeth, *she* would do something—she would have a tantrum. Instead, she cut her hair short, borrowed her brother's clothes, and ran away to join a troupe of traveling players and play the role of Princess. Girls were not allowed to act upon the stage, but Val's masquerade was so well done that no one guessed her secret. No one but Moll, who kept a motherly eye on the whole troupe—and she, too, had played the Princess when she was young. A command performance at a manor house brought Val the opportunity to act with Shakespeare's company. Her job was dampened when she found that the strolling players were only too glad to be rid of her. Once in London with the company at the Globe theater, he made a valiant attempt to improve. It was not easy, and the other boys teased the "new boy" until they learned to beware of the quick temper. Slowly Val learned self-discipline and acting, and won as the final reward the right to play Juliet opposite Nick's Romeo, and to play it for Queen Elizabeth.

WILLIAMS, BERYL, and EPSTEIN, SAMUEL. *The Rocket Pioneers on the Road to Space.* New York 18: Julian Messner. 1955. 253 pp. \$3.75. They tell us that rocket transportation will become a regular operation in 1965. In seventy-five minutes

you will zoom from New York to San Francisco. Your rocket liner will take off riding pickaback on a red booster ship. For four and one-half minutes the rocket motors will burn, then you will separate from the booster ship and you will continue skyward in your rocket liner, picking up speed until you reach 7,400 nautical miles per hour, and in no time you will arrive at your destination. In this present day of speed it is hard to imagine even greater speed, but space flight is closer than most people think and we can look forward to the time when today's records of speed will seem as dated as covered wagons and sailing ships. How did all of this become possible? When did the science of rocketry begin? And who were the pioneers of the last one hundred and fifty years whose imagination and foresight glimpsed an era of rocket transportation possible for all men?

WHAT'S NEW IN VOCATIONAL EDUCATION

—nine highlights from 48 state reports

IFF YOU haven't been keeping up with trends in vocational education, here is a quick refresher course. It is based on the 1954 reports sent from the states to the Federal vocational education division.

1. In 1954, vocational education courses enrolled 3,164,000 persons. The figure represents a persistent increase since 1917, when Federal-state vocational courses began.
2. After a lapse of 15 years, Alaska is again taking part in Federally aided vocational education programs.
3. State directors of vocational education spend a major portion of their time in public relations activities—telling labor, industry, and consumers what vocational education offers them.
4. Research staffs of vocational education departments spend a large portion of their time in follow-up studies of vocational education graduates.
5. Farm mechanization is the greatest challenge before vocational agriculture teachers and departments. Farm mechanics, care of machinery, rural electrification, farm marketing, processing of food—these are as important in the education of farmers as the growing of food itself, if not more so.
6. The do-it-yourself trend is packing them into home economics courses. Adults and youngsters alike are taking courses in refinishing furniture, repairing small appliances, and upholstering.
7. Technological advances are coming so fast that traditional trade and industry courses are in danger of losing touch with reality. Trade teachers are struggling valiantly to learn about new methods and new materials being used in industry and the crafts and to incorporate these in school courses.
8. Some 30,000 high-school boys and girls work in business part-time in preparation for a career in wholesaling, retailing, or warehousing. These fields of distribution are growing rapidly as the economy expands. Distributive education is expecting a boom.
9. In apprentice training, the biggest problem is providing classroom instruction to supplement the practical experience gained on the job. There are not enough handbooks, guidebooks, curriculum guides, or textbooks to satisfy the needs. A planning committee on related instruction and materials has been set up by major labor, industry, and educational groups to tackle this problem.

News Notes

CURRICULUM AIDS FOR SOCIAL STUDIES—New resource material for social studies teachers has been issued by the Public Affairs Committee, 22 East 38th Street, New York 22, a non-profit educational organization. Dr. Erling Hunt, head of the social studies department at Teachers College, is chairman of the committee. Twenty booklets are available for use in courses that concern social problems, contemporary affairs, problems of democracy, civics education, economics, government, consumer education, or inter-group relations. Among the many topics covered are foreign policy, social security, national resources, trade and aid, and facts about politics. The booklets are designed for individual or classroom use in high school and college, and for teacher-training activities. Authors include Hubert H. Humphrey, Jr., Jerome Voorhis, Ruth Benedict, Roger Baldwin, H. Gordon Hullfish, Varden Fuller, and Lucy Freeman. All twenty booklets are available for \$3.50, and a descriptive circular may be obtained without charge. Write to Public Affairs Committee, 22 East 38th Street, New York 22, for this material or for information on individual titles.

CAREER INFORMATION KIT—The stepped-up competition for jobs has made dependable vocational information essential to teachers and counselors in schools and colleges. This demand has prompted the publication of the *Career Information Kit* by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. This kit is a basic reference library of job information gathered from such reliable sources as government bureaus, educational agencies and institutions, commercial publishers, unions, business and industrial concerns, research organizations, and trade associations. The contents of this kit include over 450 vocational information publications covering the job areas in which over 90 per cent of our labor force is employed; they provide the information on the over-all job picture, long-term job trends, specific career requirements, and employment opportunities; and 33 guidance publications, providing students and counselors with help in making career choices, finding jobs, and many other practical problems.

In addition, a complete manual and guide are included which provide information on using the kit in counseling, group work, or individual library study. An index of all the jobs and job areas covered in the *Career Information Kit* provides a convenient way of locating the proper file folder in a moment's time.

All materials, assembled in a transfer case of study, metal-reinforced cardboard, are filed in 171 file folders according to an easy-to-use modification of the Dictionary of Occupational Titles system. Contents of the file drawer may be inserted in a regular filing cabinet. To keep the kit always up to date, SRA has a special service that supplies new materials as they become available. The complete kit sells for \$115.

WHAT IS MENTAL HEALTH WEEK—Mental Health Week is a national event serving two main purposes. It serves to launch the Mental Health Fund Campaign for the National Association for Mental Health and its affiliates. It is also observed as an educational event by thousands of governmental, professional, and voluntary organizations which are not involved in the fund-raising campaign. This educational observance of Mental Health Week is directed and co-ordinated by the National Association for Mental Health; it is co-sponsored by the National Institute of Mental Health. Mental Health Week is observed in nearly 10,000 communities throughout the country and in Hawaii,

Puerto Rico, Alaska, and the Philippine Islands. Its purpose is to inform the people about mental illness and health and to stimulate their participation in the fight against mental illness and in the building of good mental health. May 1-7, 1955, marks the seventh observance of this annual event. The campaign is launched during Mental Health Week and continues throughout May. In some states the campaign continues through the summer and early fall. The slogan for Mental Health Week 1955 is "Fight Mental Illness—Build Mental Health." The national goal for the Mental Health Fund in 1955 is \$5,000,000. Contributions will help support widely needed research projects, train personnel, establish community clinics and educate the public on the prevention of mental illness. They will also support the campaign for better mental hospitals. All but a small percentage of the funds raised remain in the states and communities for their programs on research, treatment, prevention, and education. It is the only national citizen's organization devoting itself exclusively to the total fight against mental illness. It has 400 state and local affiliates in states throughout the nation. It is a voluntary organization, not a government agency or a professional organization. It does not receive tax money for support. It is a non-profit organization which depends on voluntary contributions from individuals, business and industrial concerns, and foundations. In some communities, support is received through the Community Chest and United Funds. Its program has the approval of the National Institute of Mental Health of the U. S. Department of Health, Education, and Welfare and the American Psychiatric Association.

TIME OFF FOR DENTAL CARE—Twice a year children should get time off from school to visit the dentist. This is the view of Dr. Leonard Mencser, of the Connecticut Health Department. He published his ideas in *Public Health Reports*, an official publication of the U. S. Public Health Service. One argument: "A dental appointment after a long and perhaps difficult day at school might be more than some children could bear emotionally. He said a dentist worked best on children during the early morning and early afternoon when both he and the child were fresh. There are not Saturdays in sufficient number in the year to accommodate children's dentistry. If all dentistry were done during the summer vacation period, that would by no means preclude the child's having need for further care during the following fall or winter."

SCRUBBING FOR THE COMICS—Those comic books still need a scrubbing. A new report by the Senate Subcommittee on Juvenile Delinquency has found that the books continue to "glorify crime, horror, and sadism." The subcommittee's report—based on its nationwide investigation last year—takes cognizance of the clean-up campaign which a large portion of the comic book industry has undertaken. It calls this a "step in the right direction." But it adds that the movement has not yet proved its effectiveness. Lest all this should come as a surprise to anyone who has been reading about the voluntarily-established comic book decency code sponsored by the Comic Magazine Association of America, the report had this to say: "Whether the fact that not all publishers of comic books are members of the association will impair the effectiveness of this latest attempt at self-regulation . . . remains to be seen." Former New York City magistrate Charles F. Murphy is serving as "csar" for the industry's clean-up campaign. The report places major responsibility on the comic book industry for making their products more wholesome, but it says that parents and citizens groups also have a responsibility for maintaining a "continuing vigilance."

A STUDY IN THE AREA OF FAMILY LIFE EDUCATION—The December, 1954, issue of the *High School Journal*, published by the School of Education, University of North Carolina at Chapel Hill, is devoted entirely to a study of the nature of sex education programs in Wisconsin high schools. Articles included are: Overview, Sex

Education as a High-School Responsibility, Status Studies of Sex Education in High Schools, Development of the Wisconsin Study of Sex Education in High Schools, The Teaching of Sex Education in Wisconsin High Schools, Summary and Discussion, and Statistical Tables. This journal is published monthly, eight times during the school year from October to May by the University of North Carolina Press, Chapel Hill, North Carolina. Annual subscriptions are \$2 each; single copies, 40 cents.

NEW FILM FOR SCHOOL USE—Arco Films announces the release of a new film entitled *Moses* for distribution in the 16mm. field. Produced by Victor Kayfetz Productions, Inc., with an original music score by Clinton Elliot, the film is based on engravings by Gustave Dore with the narrative story of this episode of Biblical history taken from the Old Testament. In the original score, an effort was made to recreate the tonal sounds and effects of the music of Biblical times. The film is available from Arco Films, 2390 Broadway, New York 24, New York, in black and white, running time—14 minutes.

SOCIAL SCIENCE CONSULTANTS TO AID DESEGREGATION PROGRAMS—To ease the change from segregated to non-segregated public schools in compliance with the May 17 decision of the United States Supreme Court, the NAACP Legal Defense and Educational Fund, Inc., 107 West 43rd Street, New York 36, has established a Social Science Department under the direction of a Committee of Consultants including many of the country's leading social scientists. This department will make social science findings and material available to educators, school officials, and civic organizations.

Thurgood Marshall, Director-Counsel of the NAACP Legal Defense and Educational Fund, who argued the public-school cases which brought the historic Supreme Court decision, has announced that financial support for the first six months of the new staff division has been furnished through a grant from the Prince Hall Masons. The Masons have contributed more than \$64,000 during the past three years to underwrite basic legal research essential for preparation of the cases presented to the Supreme Court. The new project has been launched with a grant of \$8,000.

THE U. S. OFFICE OF EDUCATION CIVIL DEFENSE EDUCATION PROJECT—A delegation of authority by the Federal Civil Defense Administration to the Department of Health, Education, and Welfare was recently approved by the President. The Department has place responsibility upon the Office of Education for the planning, development, and distribution of materials through appropriate channels in order to integrate the teaching of civil defense skills, knowledge, and fundamentals of behavior during emergencies in all possible subjects.

The Office of Education has organized a small staff in its division of state and local school systems to work on this important project. Agreements have been reached with three state departments of education to establish pilot centers for the development of instruction materials for teachers in various subject areas and at all levels. The preparation of these civil defense education instruction materials will be done by teachers, supervisors, administrators, and curriculum specialists in state and local schools. The Office of Education will aid the pilot center staffs by reviewing and evaluating technical reports developed by the Federal Civil Defense Administration, other government and non-government agencies and organizations. The basic source material will be made available to persons working in pilot centers and other educators interested in civil defense education.

A NEW SERIES OF COMICS—Increasing public demand for better comic books which can combine educational values with wholesome entertainment has resulted in

the comic book series on the "Do It Yourself" theme. Called *Archie's Mechanics* and published by Archie Comic Publications, 241 Church Street, New York 13, the series has won wide support from editors, Parent-Teacher Associations, women's clubs—and the comic industry itself. The first in the series was issued on a trial basis last fall. The American News Company, distributing agency for the magazine, reported immediate acceptance on the part of both dealers and the public. This second volume, containing 32 pages of tips to boys and girls who want to exercise their ingenuity, has just been released. The magazine sells for ten cents a copy at all newsstands.

Using the cartoon illustrated technique, the articles are associated with one of the most popular personalities in the comic book field—"Archie." As an example of its constructive approach, there is a feature in the new issue describing a series of teenage "business" enterprises. One of them tells about how a group of teenagers in Denver, Colorado, formed a company to manufacture and sell a plastic compound that can be brushed on the undersides of rugs to prevent them from slipping. One of the informative tips in the magazine tells how to weigh a letter with a nickel. You just place the letter on the 12-inch end of a 12-inch ruler and a nickel at the other end. If you can balance the rule at the 7½ inch mark, or if the nickel end dips down, the letter weighs an ounce or less!

EDUCATION OF NURSES—More students entered schools of professional and practical nursing in 1954 than in any year since World War II, according to John H. Hayes, chairman, Committee on Careers, National League for Nursing. Schools of professional nursing in the United States and territories admitted 44,930 new students, a 3.7 per-cent increase over the 43,327 students admitted in 1953. The 1,141 professional nursing schools reporting admissions to the National League for Nursing represent all state-approved schools offering a three-year diploma or four- to five-year degree programs in basic nursing education.

Although returns from schools of practical nursing are incomplete, Mr. Hayes said that reports indicate that the schools will also show a noticeable increase in the number of students admitted in the academic year 1953-54. A tabulation of the first 239 returns gave admission of 10,012 students, while for the academic year 1952-53, 215 schools of practical nursing had reported admissions totaling 8,543 students. Approximately 100 approved schools of practical nursing remained to be heard from when the tabulation of 1954 figures were made.

The professional schools graduated 28,539 students; the reporting practical nursing schools, 5,616 students.

The number of professional nurses now working in the United States stands at 389,600. An additional 125,000 practical nurses are licensed. The demand for well-prepared nurses, however, continues to outstrip the supply of nursing personnel, Mr. Hayes pointed out, with the result that the need for nurses continues to be a problem in the nation's health services. The goal for 1955 is for 50,000 new students to enter professional nursing schools and for 20,000 practical nursing students.

NEW PUBLICATION RELEASED—The National Commission on Safety Education of the NEA announces the release of *Minimum Standards for School Buses*, a revised and enlarged edition of the 1948 and 1951 editions. This 70-page book, based on recommendations made at the National Conference on School Transportation which met last year, contains specifications for 26 items of the bus chassis and 42 items of the bus body. Also included are six drawings illustrating standards from various perspectives. Additional material found in the book are reports of other topics discussed at the Conference. *Minimum Standards for School Buses* can be ordered from the National

THE SCHOOL AND THE COMMUNITY

J. E. GRINNELL, *Indiana State Teachers College*;
RAYMOND J. YOUNG, *University of Oklahoma*

RECENTLY PUBLISHED. This new volume describes in detail methods of enriching the school program by full use of community resources. Book gives public-relations techniques for developing community understanding of school objectives; shows how field trips, community surveys, etc., can be

used to correlate school activities with community interests and resources. Describes the influence on the school exerted by various groups in the community, and includes practical advice on developing a publicity program.

22 ills., tables. 444 pp. \$5.50

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Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Single copies are 75 cents. Regular NEA discounts are available for quantity orders.

AMERICAN EDUCATION WEEK—The thirty-fifth annual observance of American Education Week is announced for November 6-12, 1955, by its national sponsors—the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. The central theme to be emphasized this year is *Schools—Your Investment in America*. Each daily topic considers some phase of that investment: "Your Investment in Character Building"; "Your Investment in Classrooms"; "Your Investment in Fundamental Learning"; "Your Investment in Better Living"; "Your Investment in a Strong Nation"; and "Your Investment is YOUR Responsibility."

During American Education Week the nation's schools extend a special invitation to the public to visit classrooms—to see the schools in action. The sponsors estimate that, in 1955, 20,000,000 people will accept that invitation. Millions more will learn about their schools through newspaper and magazine features, radio and television programs, displays and demonstrations, and special community programs and activities.

Numerous publicity helps can be obtained at nominal cost from the National Education Association. These materials are described in an order folder which lists the prices of the various items and the discounts on quantity orders. Many school systems like to supplement their own materials with such things as our color posters, movie trailers, radio recordings, and other helps.

The 64-page manual, *American Education Week Primer*, is a useful handbook on planning, written especially for school administrators and planning committees. Since it deals with no one theme or set of daily topics, it can be used from year to year. A special brochure on the theme and daily topics for 1955 is particularly helpful to speakers and writers. The "packet" of basic materials can be used to advantage in each school building and by the chairmen of AEW committees and subcommittees. Those wishing to obtain AEW helps should be sure to ORDER THEM EARLY—in September, if possible. Address inquiries and orders to: American Education Week, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

FIFTH JOHN HAY FELLOWS PROGRAM ANNOUNCED—The John Hay Whitney Foundation announces the John Hay Fellowship program for 1956-57. Nominations will be welcomed on behalf of qualified public secondary-school teachers in the states of Wisconsin, Michigan, Ohio, Virginia, and North Carolina. Fellowships will be awarded to outstanding senior high-school teachers from these five states for study in the broad area of the humanities. The men and women selected for awards will be in residence at either Yale or Columbia and will participate in special programs developed in co-operation with the faculties of those institutions. The full resources of Yale and Columbia will be available to the John Hay Fellows, but it is not the intention of the program that the work be taken for credit toward academic degrees.

Teachers of all subjects who meet the following eligibility requirements may be nominated. The candidates must: (1) be teaching currently in one of the designated states; (2) be between the ages of 30 and 45 at the time application is made; (3) have at least five years of high-school teaching experience, the most recent two of which shall have been in the present employing school system; (4) be permanent instructors who spend at least one half of their assigned school time in actual classroom teaching; and (5) have demonstrated the personal and professional qualifications which will enable them to profit by the year of study and to stimulate their colleagues upon their return.

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fellowship year, and in no case less than \$3,000, as well as grants for tuition and transportation. While such fields as languages, literature, history, and the fine arts are most commonly associated with the humanities, nominations will be welcomed for all eligible teachers of other subjects, including the social sciences and the natural sciences, who have shown their broad interest in the humanistic tradition.

As in the past four years during which the program has been in operation, each teacher accepted for study as a John Hays Fellow must be granted a year's leave by his employing school system and must agree to return to it following his university work for at least one year. All applicants are nominated by the local superintendent of schools or other official who is in a position to help plan a proposed program of graduate studies and to utilize the Fellows' new experience upon their return to high-school teaching.

Inquiries from teachers and administrators should be directed to the Division of the Humanities, John Hay Whitney Foundation, 630 Fifth Avenue, New York 20, New York. The deadline for receipt of completed nominations is May 31, 1955.

AAMVA RELEASES FILM—The American Association of Motor Vehicle Administrators has announced the release of its motion picture, "One Way Life." Premiered recently in Washington, D. C., the film dramatizes an appeal for statewide periodic motor vehicle inspection. A film within the film, narrated by Lowell Thomas, examines the differences between state-operated and state-licensed inspection stations. The 16-mm. sound and color film has a running time of 24½ minutes. The film is intended for showing to state legislatures, interested public officials, and citizens organizations. For information on obtaining prints of the film, write to your state motor vehicle department. National organizations should address their requests to the Association, 912 Barr Building, Washington 6, D. C.

TEACHER SHORTAGE—The January, 1955, issue of the *Texas Outlook* (pages 18-19), the Texas Education Association journal, contains an article entitled "Why 7,000 Texas Teachers Quit Each Year." This is a follow-up survey of the Texas Classroom Teachers Association which presents very frank replies from 1,054 women and 212 men who were asked why they quit teaching in Texas. Of the many reasons given, the article lists the eleven most frequently mentioned reasons. Following are these reasons listed in order of mentioning: (1) salary, (2) increments, (3) teaching load too heavy (won't have time to relax for short period during the day completely away from children), (4) too many meetings, (5) too much out-of-class work, (6) discipline, no support from administrators, (7) dictatorial fellow teachers, (8) dictatorial administrators, (9) lack of teaching supplies, (10) security, (11) lack of prestige.

HOBBY FILMS AVAILABLE—A world in miniature that the entire family can help to create is featured in Monsanto Chemical Company's new short 16-mm. color film, "Have a Hobby." The film demonstrates how assembling plastic models of everything from early American housewares and antique autos to jet aircraft can establish a sense of joint accomplishment in the family. A closer bond of unity, too, is gained by family hobbyists, and finished models lend an air of charm as home decorations. "Have a Hobby," which runs 13 minutes, also offers hints on caring for finished models and ideas for creating dramatic displays for the family model collection. The film is available free to television program directors, women's clubs, schools, and department stores from Monsanto Chemical Company's Plastics Division, Springfield, Massachusetts.

CIVIL DEFENSE EDUCATION PROJECT—The U. S. Office of Education has announced plans for establishing pilot centers under the direction of three state departments of education. These centers will be responsible for the planning, developing, and distribution of civil defense education materials which will integrate the teaching

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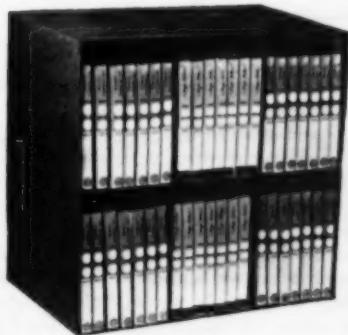
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of civil defense skills, knowledge, and fundamentals of behavior during emergencies. These materials are for teachers of all subject areas and all grade levels. Preparation of materials will be done by teachers, supervisors, administrators, and curriculum specialists in schools and colleges. The U. S. Office of Education will aid the pilot center staffs by reviewing and evaluating technical reports developed by governmental and outside agencies. Source materials will be made available to persons interested in civil defense education. Inquiries should be addressed to the U. S. Office of Education, Washington 25, D. C.

THE WHITE HOUSE CONFERENCE ON EDUCATION—Neil H. McElroy, chairman of the White House Conference, has announced the formation of six sub-committees to make extensive studies of the topics chosen by the Committee to be on the discussion agenda at the Conference on Education next November 28-December 1. The six topics assigned for committee study are: (1) What should our schools accomplish? (2) In what ways can we organize our school systems more efficiently and economically? (3) What are our school building needs? (4) How can we get enough good teachers—and keep them? (5) How can we finance our schools—build and operate them? (6) How can we obtain a continuing interest in education?

The White House Conference on Education is part of a national plan to enlist citizen action to improve education. It was authorized by the 83rd Congress in response to President Eisenhower's request for a nation-wide program of state conferences on educational problems, to culminate in a national conference. An appropriation of \$700,000 was authorized to help states defray their conference costs.

A 33-member Committee was appointed by the President to be responsible for the White House Conference program. It will assist states when requested in planning and holding conferences, conduct the national conference, and prepare a report to the President on the significant and pressing problems in the field of education. This report will include studies made by subcommittees, findings of state conferences and the results of the national conference. To date, approximately three fourths of the states have already held conferences or are planning such conferences.

"HOW I TEACH . . ." CONTEST—"How I Teach During the First Week of School" is the title of a contest being conducted jointly by *Scholastic Teacher* magazine and the American Textbook Publishers Institute. The purpose of the contest, according to M. R. Robinson, president of *Scholastic Magazines*, "is to give teachers throughout the nation an opportunity to tell other teachers about their most successful ways of challenging and interesting students as the new school year begins, and by so doing, making teaching and learning a richer personal experience." All active teachers of any subject in grades four through twelve may enter the contest by submitting manuscripts not exceeding 1,500 words to be judged for the following awards: 1st—\$300; 2nd—\$200; five 3rd prizes of \$100 each. All entries must be submitted to *Scholastic Teacher*, 33 West 42nd Street, New York 36, N. Y., postmarked no later than midnight June 30, 1955. The manuscripts will be judged by a committee selected by the Advisory Council of *Scholastic Magazines*. For full information about the contest see the March 2, 1955, issue of *Scholastic Teacher*.

FILMSTRIP FOR CLASSROOM USE—"Florence Nightingale and the Founding of Professional Nursing," a new 35-mm. sound filmstrip in color replaces the former black-and-white silent filmstrip in the "Health Heroes Series." This 15-minute filmstrip was planned as a teaching aid for use in junior and senior high-school classes and education courses in colleges preparing teachers for the secondary-school level. It can serve as a springboard for study projects in various fields and provoke discussion on such topics as personal and community health, family relationships, mental health, careers, and social

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progress. It is a means of helping students to understand, appreciate, and practice healthful living. The filmstrip is available on loan without charge to teachers, administrators, and other school personnel from the Metropolitan Life Insurance Company, School Health Bureau, Health and Welfare Division, 1 Madison Avenue, New York 10, New York.

STUDY TOURS FOR TEACHERS—Temple University, Philadelphia 22, Pennsylvania, is continuing its program of European study tours during the summer of 1955. Among these tours is the comparative education course. Dr. Samuel D. Wehr of Temple's secondary education staff will conduct this year's group. As well as focusing on specific educational problems, this course provides an opportunity for rather comprehensive sightseeing in Europe with a congenial group of people whose interests and backgrounds are both different enough and similar enough to make traveling and studying together stimulating. Members of tour groups during the past two summers expressed satisfaction with the tour both as a learning experience and an enjoyable summer. This year's tour is even better in some ways with the addition of the Scandinavian countries. The group leaves New York on July 1 and returns August 17, 1955. For particulars write to the Director of the Summer Session, Temple University, Philadelphia 22, Pennsylvania.

SCHOOL BUS TRANSPORTATION GROWS—School buses are now transporting 8,000,000 pupils, compared to the 1,100,000 pupils they carried in 1925-26. They are being transported in 130,000 vehicles at an annual cost of over \$250,000,000. Over half of the buses now in use are at least four years old. It is estimated that about 36,000 new school buses are needed to provide adequate transportation. The estimated cost of the program is \$156,000,000.

CIVIL DEFENSE—The Office of Education of the U. S. Department of Health, Education, and Welfare has recently prepared some bibliographies on "Civil Defense" and on "Human Behavior Under Stress Condition" for use in the elementary and the secondary schools of the nation.

The question of the susceptibility of American people to fear, hysteria, and panic during extreme danger conditions is highly debatable. Just as freedom from fear was one of the Four Freedoms, freedom from panic must become one of the major aims of education at all levels. When individual and group disaster plans are well developed and understood; when people have information of the dangers they may have to face, and when people have responsible duties to perform on an individual, family, or community basis under well-trained leaders, many of the causes of disruptive behavior will be avoided.

The first bibliography is a list of 63 articles in educational journals from 1950-55 describing civil defense program and practices that are being followed in elementary and secondary schools. The second bibliography is a listing of 124 references that will be useful to teachers and other education personnel in the development of instructional materials related to war and natural disasters.

HAVE YOU READ?—Among the many interesting and helpful articles in the March, 1955, issue of *School Executive* are two that will be of special interest to secondary-school administrators. These are "What's a Good Administrator Made Of?" by Hopper and Robert E. Bills (pages 93-96) and "Federal Aid to School Construction" by Charles A. Quattlebaum (pages 96-99).

LIVING DEMOCRACY SERIES FOR THE TEACHING OF AMERICAN CITIZENSHIP—The National Council for the Social Studies, a department of the National Education Association, has entered into a co-operative working agreement with the

THE DYNAMICS OF SCHOOL-COMMUNITY RELATIONSHIPS

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Commenting on the text, T. Hillway, Colorado State College of Education, writes:

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newly established Tufts College Civic Education Center. This agreement will assist the Center in the wider distribution of "The Living Democracy Series" of pamphlets, published by the Center, which deal with the economic, political, and social problems faced by the citizens of our Republic. The pamphlets are a new departure from the customary approach to civic education. Written by practical teachers and checked by authorities in their field, these colorful and flexible teaching tools are designed to interest non-college students and help them to think for themselves about the critical issues of our times.

That teachers need and welcome these materials is attested by the fact that some 75,000 copies of the ten pamphlets so far published are in use in more than 2,000 schools in nearly 300 different communities in the United States, Hawaii, the Philippines, and Canada. (In addition, several thousand copies have been sold to libraries and industrial establishments.) This result has been achieved with so little direct promotion that it may fairly be considered evidence of a widespread demand.

Pamphlets covering the social field are: "And Crown Thy Good," "Who Says So?" "These Americans," "Why Don't They Think?" "Bread and Butter Plus." In the economic field they are: "Work Without Strife," and "Capitalism—Way of Freedom." In the political field, "It Has Been Done," "The Isms—And You," and "They Made a Nation." Six new pamphlets are now in manuscript. Their dates of publication will be announced shortly.

The pamphlets may be obtained by writing to the National Council for the Social Studies, 1201 16th St., N. W., Washington 6, D. C., or to the Civic Education Center, Tufts College, Medford 55, Mass. The price is the same in either case: 45c for paper covers, or \$1.20 for cloth covers on orders of ten or more.

DELAWARE REPORT RELEASED ON DRIVER EDUCATION STUDY—Over 80 per cent of students enrolled in driver education in Delaware satisfactorily completed all phases of the course and received certificates, according to the annual report of the driver education division of the State Department of Public Instruction. Under the Delaware plan, a student satisfactorily completing the program receives a driver's license after passing an eye test.

Evaluation of the Delaware program has been conducted by tests and questionnaires. A nine-question, yes-no-undecided type of questionnaire was distributed to former driver education students to obtain their reaction to the course while they were taking it and to obtain suggestions for improving it. The testing program included a pre-test, which was a multiple-choice test of 25 questions through which a person's knowledge of driver education previous to formal instruction was obtained. After completion of the course, the same test was given to determine how much the student had learned during the course.

Recommendations for expanding safety education were made by administrators. They proposed that all aspects of safety be stressed in all phases of the state educational program and that driver education supervisors eventually be responsible for the total safety educational program. Also recommended was that opportunities for instruction be made available to out-of-school youth and adults.

WHAT DICTIONARY TO CHOOSE?—The thirteenth edition of *Comparison of Dictionaries* has just been released by its author, Lawrence H. Hart, 14 West Walnut Street, Metuchen, New Jersey. This is an evaluation of 50 different dictionaries. Information about each includes: name, grade level, publisher's address, copyright date, price, number of pages, number of entries, number of illustrations, and some general remarks. Single copies of this publication are available from the author at the above address at 25 cents each with a stamped, self-addressed envelope; additional copies are 10 cents

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GENERAL MOTORS SCHOLARSHIPS—General Motors' recently announced plan to provide 100 college scholarships each year as one phase of its new program of financial aid to higher education so far has attracted more than 10,000 high-school seniors. Most of the 10,221 who have indicated they hope to become collegians this fall with a GM-sponsored scholarship have filled out application forms for the March 12 College Entrance Examination Board Scholastic Aptitude Test. Others took the exam January 8 and since have asked that their grades be placed in competition.

Deadline for receiving applications for the nationwide competition this year was March 5. The test was conducted by Educational Testing Service, Princeton, N. J.

The new GM program also provides 250 scholarships to be awarded by 107 private colleges and universities and 39 public institutions in 38 states. Qualifications for recipients are that they be outstanding scholastically and in leadership qualities and that they need assistance.

Another phase of the program is the "Foundation Plan" under which unrestricted grants of \$10,000 will go to foundations representing 133 private colleges and universities in six states.

BIOLOGY TEACHING—The Report of the Southeastern Conference on Biology Teaching held at the University of Florida, August 28 to September 6, has just been published as the January issue of *The American Biology Teacher*. The 64-page report summarizes the recommendations of the 96 people in attendance on how to improve biology teaching in high schools and colleges and how state departments of education can assist in the development of strong biology programs, particularly in the Southeast.

The ten-day Conference was sponsored by the National Association of Biology Teachers in conjunction with the annual meeting of the American Institute of Biological Sciences on a grant from the National Science Foundation. Single copies of the Report are available free from Dr. Richard L. Weaver, Co-Director, School of Natural Resources, University of Michigan, Ann Arbor, Michigan.

PROCTOR AND GAMBLE SCHOLARSHIP PROGRAMS—Two new scholarship programs, including one for women's colleges believed to be the first ever sponsored by a major U. S. company, have been announced by Proctor and Gamble. This company employs 23,000 people in fourteen plants in the United States and in establishments in nine foreign countries.

The scholarship programs, which will be accompanied by unrestricted grants from the Proctor and Gamble Fund to the participating institutions, will bring the total aid-to-education contributions from the company and the Proctor and Gamble Fund from the present level of \$328,000 to more than \$650,000 per year. The programs will provide 200 four-year undergraduate scholarships at 25 to 30 privately endowed colleges and universities and 40 four-year scholarships at women's institutions.

The new plans, according to R. K. Brodie, administrative vice-president of Proctor and Gamble and president of the Proctor and Gamble Fund, are being established "because educational institutions today face acute problems which did not exist when our original program of aid to technical schools was conceived. We have designed our program to help women's colleges because we believe these institutions are making an indispensable contribution to America by helping to provide a constant supply of educated, trained women so important to practically every aspect of our national life today. In addition to the vital role which women play as homemakers and in family life, they are today providing leadership in government, business, science, and the professions."

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Each scholarship, under both the women's college and the general college program, provides for full tuition for four years, an allowance for books and supplies, and an unrestricted additional grant of \$500 each year to the institution. Two thirds of the scholarships under the general program will be in the area of liberal arts, and one third will be technical scholarships.

The institutions themselves will administer the scholarships, selecting recipients on the bases of the colleges' own standards of academic achievement and the students' financial need. "To achieve maximum benefit for all concerned," Mr. Brodie said, "Proctor and Gamble believes a scholarship program must be allowed to function freely, with a minimum of outside restrictions." As a result, all grants under the new programs offer assistance in the form of unrestricted scholarships.

ART EDUCATORS CONVENED IN CLEVELAND—The National Art Education Association, a department of the NEA, the largest of its kind in the world, recently held its third biennial meeting. "Art Education—A Frontier for Freedom" was the challenging theme of the conference which was headlined by such prominent personalities as Melvin Tummin, of Princeton University; Norman Cousins, editor of the *Saturday Review of Literature*; Senator Wayne Morse, a leading if controversial figure in the U. S. Senate; Edwin Ziegfeld of Teachers College, Columbia University and president of the International Association for Education through Art; and William Milliken, director of the Cleveland Museum of Art.

Among the significant features of the week-long conference was a two-day *Pre-Conference Workshop* in which several hundred leaders tackled the problems of art education at the local level, whether in large cities, medium-sized communities, or in suburban and rural areas. Manuel Barkan of Ohio State University guided these proceedings.

Another prominent feature was a *Festival of the Arts* in which participants from various areas of the arts in the schools of Cleveland and the community co-ordinated their resources to present an integrated picture of the arts as cultural media. Group meetings at various levels of interest, exhibitions of children's creative work, audio-visual equipment and resources, curriculum materials and demonstrations by practicing artists and craftsmen of the Cleveland area added practicality and interest to the broader aspects of the Conference.

NATIONAL EDUCATION ASSOCIATION APPOINTS CENTENNIAL CELEBRATION COMMISSION—Appointment of a 21-member commission to plan the one hundredth anniversary celebration of the National Education Association (NEA) in 1957 has been announced by Miss Waurine Walker of Austin, Texas, president of the Association. The NEA (first called the National Teachers Association) was founded in 1857 at Philadelphia, where the Association will return in 1957 for its centennial convention. Miss Helen Ryan, field assistant for the Illinois Education Association, Springfield, and a member of the NEA board of directors, was elected to serve as chairman of the Centennial Celebration Commission.

The NEA Centennial, the commission voted at a meeting here, "shall be the occasion (1) to consider the decisive role of education in a changing world; (2) to stimulate action to provide adequate education for the increasing millions of children; and (3) to strengthen the teaching profession in its service to people of all ages." As the theme for the Centennial, the commission adopted: "An educated people moves freedom forward."

OCCUPATIONS AND INDUSTRIES BY REGION, STATE, AND METROPOLITAN AREA—What are the leading occupations and industries in the city in which

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you live? Which of them have grown fastest? Which have declined? Which offer employment mostly to men? which to women? How do they compare with occupations and industries in other states and regions, in other metropolitan centers? The answers to these questions may be found in a series of nine regional pamphlets just released by the Veterans Administration and the United States Department of Labor. The pamphlets, which may be ordered from the Superintendent of Documents, Washington 25, D. C., present the latest facts available from the 1950 census and the Department of Labor's Bureau of Labor Statistics.

Each booklet contains charts showing for each state as well as for the region: changes in employment in major occupation groups, 1940-1950; industry of employed men and women, 1950; and changes in employment in non-agricultural industries, 1939-1952. Detailed occupation and industry figures are given in tables which make it easy for the counselor and the teacher of occupations, economics, geography, and other social studies to see how the occupational and industrial distributions in his state differ from those in other states in the region and in the entire country. The regions covered—each in a separate pamphlet—are the New England states, Middle Atlantic states, East North Central states, West North Central States, South Atlantic states, East South Central states, West South Central states, Mountain states, and the Pacific states. The total cost of the nine pamphlets is \$4.70.

SUMMER WORKSHOPS IN HUMAN RELATIONS—Through the Commission on Educational Organizations, the National Conference of Christians and Jews will co-operate with 36 colleges and universities in various parts of the nation in the conduct of intergroup and human relations education workshops during the summer of 1955. Since 1941, when the National Conference assisted the Colorado State College of Education in setting up the first specialized workshop in the field of intergroup education, the National Conference has co-operated with more than 200 workshops in 50 of the leading institutions of the nation. In 1954 alone, 1,006 educators and community leaders were enrolled in the 28 workshops with which the National Conference had some relationship. A Seminar on Intergroup Relations in the community as part of the Institute on Family and Community Living at Vassar College is an additional offering. The 1955 workshops, grouped according to main divisions of the country, are as follows:

NORTHEAST

Catholic University of America, Washington, D. C.	June 27 to Aug. 6
Boston University, Boston, Mass.	July 18 to Aug. 12
Hillyer College, Hartford, Conn.	June 27 to Aug. 5
Rutgers University, New Brunswick, N. J.	June 27 to Aug. 5 July 17 to July 23
Syracuse University, Syracuse, N. Y.	July 5 to Aug. 13
University of Buffalo, Buffalo, N. Y.	July 5 to Aug. 22
University of Maine, Orono, Maine	July 5 to July 22 July 24 to Aug. 12
Vassar College, Poughkeepsie, N. Y.	June 29 to July 27

SOUTHEAST

East Carolina College, Greenville, N. C.	June 6 to June 18
University of Chattanooga, Chattanooga, Tenn.	July 18 to Aug. 6
University of Kentucky, Lexington, Ky.	June 13 to July 2
University of Miami, Coral Gables 46, Fla.	June 14 to July 23
North Carolina College, Durham, N. C.	June 27 to July 9

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MID-WEST

Northwestern University, Evanston, Ill.....	June 20 to July 30
St. Louis University, St. Louis 3, Mo.....	June 21 to July 31
University of Detroit, Detroit 21, Mich.....	June 27 to July 22
University of Michigan, Ann Arbor, Mich.....	Aug. 1 to Aug. 13
University of North Dakota, Grand Forks, N. D.....	Aug. 8 to Aug. 19
Washington University, St. Louis, Mo.....	June 20 to July 22
Wisconsin State College, Milwaukee 11, Wisconsin.....	June 20 to July 29
Kent State University, Kent, Ohio.....	July 24 to Aug. 12

SOUTHWEST

Our Lady of the Lake College, San Antonio 7, Texas.....	June 6 to July 15
Southern Methodist University, Dallas, Texas.....	June 6 to July 8
University of Texas, Austin 12, Texas.....	July 18 to Aug. 5

ROCKY MOUNTAIN

University of Colorado, Boulder, Colo.....	June 20 to July 22
University of Denver, Denver, Colo.....	June 20 to July 20
University of New Mexico, Albuquerque, N. M.....	June 16 to July 13

WEST COAST

Loyola University, Los Angeles, Calif.....	June 20 to July 29
Lewis and Clark College, Portland, Ore.....	June 13 to July 29
San Francisco State College, San Francisco 27, Calif.....	June 27 to Aug. 5
Stanford University, Stanford, Calif.....	Aug. 7 to Aug. 19

ABROAD

College of Mexico City, Mexico City, Mexico.....	Aug. 1 to Sept. 2
(Sponsored by St. Louis University)	

University of Hawaii, Honolulu, Hawaii.....	June 22 to Aug. 2
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Careful evaluation of the experience of approximately 8,000 who have participated in the workshops during past years furnishes conclusive evidence that these workshops have made a major contribution to the improvement of group relations in America. The 62 regional offices of NCCJ co-operate with the various institutions in securing enrollment and providing modest amounts of scholarship aid. For full information, write to the nearest National Conference office or to Dr. Herbert L. Seamans, 381 Fourth Avenue, New York 16, New York.

THE KEYSTONE OVERHEAD PROJECTOR—A new classroom teaching lantern-slide projector that is more compact, has brighter illumination on the screen, is quieter, also cooler—it has a double-walled lamphouse and a more effective newly designed cooling system. It will take projection lamps of 500-watts, 750-watts, 1,000-watts.

The new Keystone Overhead Projector No. 1055 offers the same widely varied usefulness and flexibility as the original Keystone Overhead—it projects standard (3½" x 4") lantern slides; multiple Tachistoslides (4" x 7"); and with accessories also projects two-inch slides, strip-film, and microscopic slides. It is easily carried around with or without a case. The outside measurements of the case are—18" high, 17" long, 8" wide. For information, write to the Keystone View Company, Meadville, Pennsylvania.

MONTHLY LETTER ON SCHOOL LAW—The *Eastern School Law Review* is a monthly newsletter devoted to summarizing all recent cases—significant to public education—which were decided in the higher courts of the eleven New England and Middle

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Quite frequently, members write us that they have not received the last two or three issues of the BULLETIN. The reason—they have changed their address, but did not notify us. We are not mind readers, so we have to depend upon our members to inform us promptly of any change in their address. Then, too, printing has become so costly that we are unable to supply duplicate copies (or back copies) without a charge.

Many members change positions during the summer months. When this is the case, notification sent to us promptly will mean that when we mail the next issue of the BULLETIN, every member will receive his BULLETIN at his proper address.

This is an earnest appeal!

Always send us promptly a notice of your change of address.

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Atlantic States. The *Review* is edited so as to keep school officials in these states abreast of the times in their educational planning and professional reading by: (1) informing them of all important educational controversies in their own and neighboring states; (2) alerting them to the relevancy and possible application of such controversies to their own schools or school systems; and (3) helping them to evaluate better the efficiency of their own educational policies and procedures. It serves equally well to keep school attorneys, instructors in school law, and those concerned with other phases of education aware of the current legal aspects of public school administration.

Edited by Dr. Stephen F. Roach, the regular analyst on school law decisions for the *American School Board Journal*, and a New Jersey public school administrator, the *Review* is circulated monthly during the school year on a subscription basis (one year, \$5.50; two years, \$10). Inquiries should be directed to *School Law Review*, Box 505, Journal Sq. Station, Jersey City 6, N. J.

AMERICAN FOLKLORE AND LEGENDS—The National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana, has recently released a highly colored map (36" x 24 $\frac{3}{4}$ ") entitled *American Folklore and Legends*. It is wall-size, gaily colored, and carries more than 100 folk characters from the 48 states. Single copies are fifty cents, and three copies for one dollar. Over 140,000 copies of this map have already proved their values in American libraries and schools, home and young peoples' clubs. They have been found to be an effective way to arouse reluctant readers to the American heritage, for the teacher to put this map on the wall and wait for the students to begin firing questions her way. This organization for several years has been making free distribution of the only bibliographies of American folklore books, films, and filmstrips available. These listings and articles on how to integrate our folk heritage into established curricular fields have given rise to many projects and units in individual classrooms, different subject fields, and whole urban school systems. For information about this material and for the purchase of the map, write to the Conference at the above address, in care of Dr. Elizabeth Pilant.

32 PARENTS BELONG TO ADVISORY COUNCIL—Thirty-two parents are serving on this year's Lay Advisory Council at Evanston, Illinois, Township High School, a group of parents, three faculty representatives, and two administrators whose function is to discuss school problems and to advise the administration and the Board of Education. These parents meet monthly under the direction of a chairman.

In December the group listened to a faculty panel present the results of a survey conducted with pupils who have outside jobs. It learned that about one in three students work; that four out of ten who do work, work long hours—15 hours or longer; that approximately one in five who work, work over 20 hours per week; and that approximately 45 per cent of those who work report some degree of interference with school work and extracurricular activities.

The council also learned that of those working there are 388 boys, or 34 per cent of all boys, and 279 girls, or 26 per cent of all girls. Thirty-one per cent of the student body works.

Reasons for working include pocket money—49 per cent; own expenses—44 per cent; family income—7 per cent.

The Council recommended that a temporary committee be appointed from its membership to work with the Educational Planning Committee to secure more specific information and recommend action to help students gain full educational value from their work experience.—*Here's Your High School*.

THE PLYMOUTH EXPERIMENT—The Conservation Foundation, 30 East 40th Street, New York 16, New York, has recently released a 20-page pamphlet entitled

An Invitation
**To Principals
of Approved Secondary Schools**

Does your school have a chapter of the National Honor Society founded by the National Association of Secondary-School Principals in 1921?

If your school does not have a chapter

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If your school is accredited by one of the regional accrediting associations or if it has the highest rating of your state department of education,

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The Plymouth Experiment by Arthur S. Rollins, Superintendent of Schools in Plymouth, New Hampshire. The Conservation Foundation is an independent organization established to conduct research and to educate. Its work is devoted to the conservation of the earth's renewable resources. This booklet is a report on the project. The Plymouth High School Conservation Workshop was sponsored by the Conservation Foundation for the purpose of developing an experimental Pilot Program for the school in which the teaching of conservation would be integrated with all major disciplines in the curricula of all classes. The entire teaching staff shared in the planning and the development of the program.

In the belief that the Plymouth Program was one which greatly enriched the process of teaching and learning in this community, the Foundation has issued Mr. Rollins' original report evaluating the workshop and the first year's experiment, as well as his further evaluation of the second year's experiment.

NATIONAL SCHOOL LAW REPORTER SERVICE—Publication of a national school law service was announced by Arthur C. Croft, New London, Connecticut, publisher of educational materials. The new service will be a bi-weekly school law letter edited under the direction of R. R. Hamilton, Dean of the College of Law, University of Wyoming, Laramie. The new service will be combined with the well-known Bi-Weekly School Law Letter, now published by Dean Hamilton. Dean Hamilton will analyze late court decisions affecting school boards, superintendents, teachers, and pupils. In addition, he will interpret these decisions in the light of their effect upon school systems in all parts of the country. The *National School Law Reporter* service will have its main headquarters at New London, Connecticut. It will be available by subscription at \$12 a year. The new service will be published throughout the year. Inquiries about the new service should be sent to Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut.

A COUNTY SCHOOL ADMINISTRATORS' ROUNDTABLE—Ira V. Grugan, Principal of the Jersey Shore Area Joint High School of Jersey Shore, Pennsylvania, and President of the Lycoming County School Administrators' Roundtable reports on the activities of this organization of school administrators of Lycoming County and representatives of the colleges in the area. This organization has been in existence for three years. Each year a number of meetings are held—each one at a different school in the area. A full day is spent in the school. The program follows somewhat this form: observation of the work of the teachers in the school during the forenoon and afternoon; lunch at the school; a general meeting of those attending at 3:30 P. M., followed by sectional meetings, one for supervising principals, one for junior and senior high-school principals, and another for elementary-school principals. This is followed by a dinner, a business meeting, and a discussion of some special topic, such as "The Reading Problems of Our County Schools" (January 26); "Good Guidance Practices in Our County Schools" (March 2); and "A Look at the Mathematics Program of Our County Schools" (March 23). Following each meeting the president receives comments from those attending. These are compiled and a copy is sent to each member of the Round-table. The reaction of all the members and visitors are most favorable to the work of this Roundtable organization. They are convinced that this type of organization and the manner in which it functions has been most profitable to them as administrators and to the schools of the country.

INSTITUTES ON WORLD AFFAIRS—The Montclair State Teachers College, Upper Montclair, New Jersey, has announced two new programs of special interest to secondary-school teachers of history, geography, English, Spanish, and problems of American democracy. The titles of these 15-session courses are "The United States

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• Consumer Living. 608 pp. \$3.80
• Economic Roads for American Democracy. 252 pp. \$2.88
• Your Life in the Country. 410 pp. \$3.60.
• The Buyer's Guide, with Work Sheets. 256 pp. \$2.88

Starred (*) publications above are available at a school discount of 25 per cent from the list price. All other publications listed are available at the following discounts: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33 1/3%.

Consumer Education Study

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and World Affairs" and "Latin America, a Survey." The first course is offered from June 27 to July 15, 1955, and the second one from July 18 to August 5, 1955. Three points of college credit for each institute, either graduate or undergraduate, may be granted to those who satisfactorily complete the requirements for academic credit. The cost for each institute is \$34.50 for tuition for New Jersey residents, with an additional fee of \$6 for non-residents of New Jersey. Room and board but not lunch will be \$14.50 per week. For complete information write to Walter E. Kops, Director, Institutes on World Affairs, State Teachers College, Upper Montclair, New Jersey.

NATIONAL PARKS FILMSTRIPS—A series of six national parks filmstrips has been produced with the collaboration of Richard A. Pugh, Chairman, Department of Conservation, American Museum of Natural History and the National Parks Service. The filmstrips have been designed for use in the social sciences, particularly in the courses on United States geography and history, and for work in conservation and science. Our national parks program is set forth in the first filmstrip. Each of the other filmstrips presents usually one leading national park—its nature and character, including principal scenic features, the forces which have shaped it, the importance the park holds for science—as well as its beauty. The titles include: *Our National Park System, Yellowstone, Yosemite, Grand Canyon, Zion and Bryce, and Mesa Verde*.

The filmstrips are in the new Eastman color and average 50 frames apiece. They have been personally produced by John A. Haeseler who carried out the photography in the parks especially for these filmstrips, being thus able to achieve a coherent presentation and a consistently high technical quality. These filmstrips are being distributed by Haeseler Pictures, Amity Road, Woodbridge, New Haven 15, Connecticut.

VIENNA SUMMER SCHOOL—The University of Vienna Summer School at Schloss Traunsee, Gmunden, Austria, will offer courses open to American students from July 25 to September 4, 1955. Designed to promote better understanding between Europeans and Americans, the curriculum features beginning, intermediate, and advanced German courses and courses in Austrian art and music, the formation of the modern European mind, and the history of Middle Europe. Psychology, political science and law are also offered. Courses other than German will be conducted in English. To be eligible for entrance to the three- or six-week courses, American applicants must have completed at least two years of college work by June. Closing date for admission is June 25, 1955.

The school is held at the nineteenth century castle of Traunsee on the shore of a lake in Austria's Salzkammergut district. In addition to course work, the summer school's \$200 tuition will include trips to Salzburg and the festival and to nearby places of interest. Students will also be able to arrange an excursion to Vienna. A few scholarships are available to well-qualified students who would be unable to attend the summer school without financial assistance. Applicants for these awards or for general admission should write to the Institute of International Education, 1 East 67th Street, New York City. The Institute is screening applicants for this program in the United States.

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The Nineteenth Annual National Convention of members of the National Association of Student Councils will be held in the Lower Merion Senior High School, Ardmore, Pennsylvania, June 13-16, 1955.

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- Numerous other services are also available which will help make your student council an effective influence for good in your school.

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Alabama Association of High-School Principals (*Colored*)—*A. R. Stickney*, Principal, Calhoun School, Calhoun, Alabama.
Arizona Association of Secondary-School Principals—*Donald L. Wilson*, Principal, Safford High School, Safford, Arizona.
Arkansas School Administrators Association (*Colored*)—*E. H. Hunter*, Principal, Scipio A. Jones High School, Cedar at 10th Street, North Little Rock, Arkansas.
Arkansas Association of Secondary-School Principals (*White*)—*Frank L. Williams*, Principal, Junior High School, Hot Springs, Arkansas.
California Association of Secondary-School Administrators—*William N. McGowan*, 2220 Bancroft Way, Berkeley 4, California.
Colorado Association of Secondary-School Administrators—*Maurice W. Jessup*, 811 15th Street, Greeley, Colorado.
Connecticut Association of Secondary Schools—*Thomas J. Quirk*, Principal, Hartford High School, Hartford, Connecticut.
Delaware Association of School Administrators—*Robert C. Stewart*, Asst. State Supt., Secondary Schools, State Dept. of Public Instruction, Dover, Delaware.
District of Columbia Association of Secondary-School Principals (Division 1)—*Boise L. Bristol*, Board of Education, Ross Administration Annex No. 1, Washington 9, D. C.
Florida Association of Secondary-School Principals—*E. B. Henderson*, Secretary-Treasurer, Florida Education Association, 220 Centennial Building, Tallahassee, Florida.
Georgia High-School Principals Association—*Kenneth J. Moore*, Principal, Robert E. Lee High School, Thomaston, Georgia.
Idaho Association of Secondary-School Principals—*Harry C. Mills*, Principal, Nampa High School, Nampa, Idaho.
Illinois Secondary-School Principals Association—*Paul J. Houghton*, Principal, Anna-Jonesboro Community High School, 608 South Main Street, Anna, Illinois.
Indiana Association of Secondary-School Principals—*O. L. Van Horn*, 1083 Churchman Avenue, Beech Grove, Indiana.
Iowa Association of Secondary-School Principals—*Delmer H. Battwick*, Principal, Roosevelt High School, 45th and Center Streets, Des Moines 12, Iowa.
Kansas Association of Secondary Schools and Principals—*Glenn E. Burnette*, Principal, Junior High School, Manhattan, Kansas.
Kentucky Association of Secondary-School Principals—*T. T. Knight*, Principal, Southern High School, 3940 Preston Highway, Louisville 4, Kentucky.
Louisiana Principals Association—*W. W. Williams*, Principal, High School, Minden, Louisiana.
Maine State Principals Association—*Philip A. Annas*, Dept. of Education, State House, Augusta, Maine.
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Massachusetts Secondary-School Principals Association—*Frederick H. Pierce*, Executive Secretary, 3 Broadway, Beverly, Massachusetts.
Massachusetts Junior High-School Principals Association—*Peter C. McConarty*, Principal, Oliver Ames High School, North Easton, Massachusetts.
Michigan Secondary-School Association—*E. Dale Kennedy*, Executive Secretary, M.O. Box 480, Lansing 2, Michigan.

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Missouri Association of Secondary-School Principals—*L. Buford Thomas*, Principal, High School, Marshall, Missouri.

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New York City Vocational High-School Principals Association—*Edward N. Wallen*, Principal, Samuel Gompers Vocational and Technical High School, 455 Southern Boulevard, Bronx 55, New York.

North Carolina Division of Principals of the NCEA—*C. E. Wike*, Principal, High School, Lexington, North Carolina.

North Dakota Principals Association—*Joel A. Dary*, Principal, City High School, Valley City, North Dakota.

Ohio High-School Principals Association—*Carl L. Hopkins*, Principal, Frank B. Willis High School, Delaware, Ohio.

Oklahoma Secondary-School Principals Association—*F. R. Born*, Principal, Central High School, Oklahoma City, Oklahoma.

Oregon Association of Secondary-School Principals—*Cliff Robinson*, Director of Secondary Education, State Department of Education, Salem, Oregon.

Pennsylvania Association of Secondary-School Principals—*Francis G. Wilson*, Principal, William Penn High School, Harrisburg, Pennsylvania.

Rhode Island Secondary-School Principals Association—*Charles E. Shea*, Principal, West Senior High School, Pawtucket, Rhode Island.

South Carolina Association of Secondary-School Principals (*White*)—*William H. Hale*, Principal, Gaffney High School, Gaffney, South Carolina.

South Carolina High-School Principals Association (*Colored*)—*C. C. Woodson*, Principal, Carver High School, Spartanburg, South Carolina.

South Dakota Association of Secondary-School Principals—*George W. Janke*, Principal, Senior High School, 410 East 5th Avenue, Mitchell, South Dakota.

Tennessee Association of Secondary-School Principals—*Howard G. Kirksey*, Professor of Education, Middle Tennessee State College, Murfreesboro, Tennessee.

Texas Association of Secondary-School Principals—*W. I. Stevenson*, Principal, Milby Senior High School, Houston, Texas.

Utah Secondary-School Principals Association—*Wilburn N. Ball*, Director of Secondary Education, 223 State Capitol, Salt Lake City, Utah.

Vermont Headmasters Association—*Joseph A. Wiggin*, 92 State Street, Montpelier, Vermont.

Virginia Department of Secondary-School Principals (*White*)—*Clarence H. Spain*, Principal, Binford Junior High School, 1701 Floyd Avenue, Richmond 20, Virginia.

Virginia Teachers Association (*Colored*)—*J. F. Banks*, Principal, Christiansburg Institute, Cambria, Virginia.

Washington Association of Secondary-School Principals—*George Hermes*, Principal, Shelton High School, Shelton, Washington.

West Virginia Association of Secondary-School Principals (*White*)—*Fred S. Coffindaffer*, State Dept. of Education, Room 125, Capitol Bldg., Charleston, West Virginia.

West Virginia High-School Principals Conference (*Colored*)—*L. H. Glover*, Principal, Douglass High School, Huntington, West Virginia.

Wisconsin Association of Secondary-School Principals—*Harold L. Paukert*, Supervising Principal, Kohler Public Schools, Kohler, Wisconsin.

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